THE
ADEYFIELD ACADEMY

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Remote and Distance Learning Policy

Date: **September 2020**

Review Date: **September 2022**

Co-ordinator: **Mrs S Riley-Haque**

Signed by……………………..……………. Dawn Mason (Principal)

Signed by…………………………………….. Kim Bristow (Chair of Governors)

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1. Online Safety

This Policy outlines best practice for remote/distance learning provision for either individual students (Item 4) or in the circumstances of a school closure or similar event. The guidance therein should be referred to in conjunction with The Adeyfield Academy Online Safety Policy.

2. Home Learning

As per Item 1, the school's Home Learning Policy outlines the reasons for and guidelines pertaining to Home Learning to complement learning in lessons - or in the case of school closure, remote/distance learning.

3. Remote / Distance Learning

3.1. School closure

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

3.2. Authorised absence from school

Remote/distance learning may also be appropriate in situations when students, 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 such as exclusion from school, or longer-term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

3.3. Unauthorised absence from school

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their daughters or sons from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

4. Specific Student Absence

4.1. Authorised absence from school

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's Head of Year in conjunction with their class teachers. The student's subject teachers will use Google Classroom and Google Drive to make work available to the student.

4.2. Communication between the school and parents

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Learning will only be provided to students in this

way if there is an agreed absence lasting more than three working days. If a significant number of students are absent from school, but the school remains open, the Principal will decide whether the method of remote/distance learning operated will take the form outlined here, or as outlined in Item 5.

5. Extended School Closure

5.1. Extended school closure

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

a) Regular direct instruction from teaching colleagues, with the ability of students to ask questions through Google Classroom and via Google Meet Q&A sessions.
b) The setting of work that students complete, written responses (if relevant) completed electronically
c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

5.2. Extended school closure

Students and teachers are expected to have access to the internet whilst at home (and students without relevant equipment to complete learning will be provided with a Chromebook for the duration of the school's closure subject to limited resources); the school recognises that many families may not have home printers and will therefore not require the printing of material. The two primary platforms the school will use to deliver continuity of education are:

- Google Classroom – all Home Learning and weekly Remote Learning to be uploaded
- Google Meet - Following regular Timetable, students will receive a Live Remote Learning Session. This will not follow a typical lesson length or structure, but will be used to set up a phase of learning (short teaching phase) and Q&A, as well as clarify misconceptions
- Google Drive (which hosts resources that are set via the above)

5.3. Student access to remote learning platform

Access to these platforms is via a student's normal school RMUnify login; if students have difficulty with logging in, they should contact their Head of Year. 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 students and teachers to participate in remote/distance learning. The school reserves the right to vary the range of methods used to provide remote/distance learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

6. Delivery of Remote Learning

6.1. Student timetables

For all students, subject areas will provide work in line with students' timetables and the normal curriculum. Tasks will be set in accordance with existing schemes of learning, and tasks will be designed to allow students to progress through schemes of learning at the same pace as if they were in school, where possible. Naturally, remote/distance learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in school learning and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at

home. Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. GCSEpod, MathsWatch etc.)
- Working through a PowerPoint or worksheet available on Google Drive/Classroom

6.2. Delivery of lessons

Teachers will set tasks through Google Classroom and deliver through Google Meet sessions. Heads of Faculty and the Senior Leadership Team should monitor and support as required.

7. Guidance to Staff and Parents

7.1. Guidance to teachers

Guidelines to Heads of Faculty / Curriculum Leaders and subject teachers are distributed as follows:

- Please ensure that you should only set enough work to cover the lesson and Home Learning time missed in a week period. Students will have work set by all their subjects and we do not want them to be overwhelmed.
- Please upload all relevant resources to Google Classrooms
- Please deliver Google Meet live lessons in accordance to the timetable lasting for at least 20 minutes. Some lessons will be longer as Live Lesson, but all, unless otherwise stated, will follow this format.
- The learning set for each subject and year group should be achievable, and extendable, to ensure provision for all types of learners including our SEND and EAL students.
- There should be scope for students to be able to extend their learning but with a link to what they are learning in lessons.
- Students should be able to complete the tasks irrespective of their individual resources in relation to technology, materials or support: not all students will have access to their own computer, consistent access to Wi-Fi or other creative materials.
- Be realistic, some students may have significant support from family members at home while others will be undertaking this work independently with differing levels of supervision.

7.2. Contact for Parents

Questions about Home Learning/Distance Learning at Key Stage 3 in terms of provision or access from students or parents should be answered via email by the subject teacher in the first instance, Heads of Year or FOA of the Vice Principal via the *admin@adeyfield.herts.sch.uk* email address.

8. Online Learning Means

Google Classrooms is still the primary means for distributing remote/distance learning and teaching, colleagues can use this primary forum to make links to other online content as listed in Item 5. Live Google Meet sessions will also take place and will be recorded to ensure Safeguarding compliance.

Specific queries about remote/distance learning provision should be raised with the Principal or Vice Principal, please contact via the email address *admin@adeyfield.herts.sch.uk.*

9. Student Expectations

See Appendix 2

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote/distance learning process, completing independent work and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a teacher) on a regular basis. In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens. Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant Head of Faculty / Curriculum Lead. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Year. Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. The school expects that parents have internet access at home to access remote/distance learning resources, but teachers will make no presumption of the student's ability to print at home.

10. Expectations of Teachers and Heads of Faculty / Curriculum Leads

See Appendix 1

10.1. IT readiness for Staff

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a Chromebook. If there are IT related issues while remote working, teachers can contact the IT Support team at *itsupport@adeyfield.herts.sch.uk*.

10.2. Setting and assessment of remote learning

The setting and assessment of remote/distance learning tasks will take place in accordance with school and faculty area policies. Under normal circumstances, faculty/subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and faculty area policies will be applied in the event of remote/distance learning. In order that we are providing a consistent approach, Heads of Faculty are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. Proactively, we ask that every week staff upload their weekly resources from their lessons onto each classes Google Classroom. This is to ensure that in the event of a lockdown/partial closure, work is ready and available for students.

All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Heads of Faculty will monitor this and should be included in the tasks set. Teachers are responsible for providing constructive feedback to their students in a timely manner. Heads of Faculty are responsible for overseeing the form and

regularity of feedback and will liaise with Senior Leaders and the Vice Principal to ensure consistency. In the event a teacher is unwell during a period of remote/distance learning, it becomes the responsibility of the Head of Faculty / Curriculum Leader to ensure work is set to her/his classes.

10.3. Contact between Parents and Staff

Teachers should be available to contact parents if needed, by email or telephone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the Head of Faculty / Curriculum Leader will be able to support and, if necessary, escalate to SLT.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction.

10.4. Staff training

Teaching colleagues should ensure that they have reviewed the guidance distributed and housed in the Shared Drive/Appendices. If teachers require support with any aspects of remote/distance learning, they are encouraged to consult Heads of Faculty / Curriculum Leader or the Vice Principal.

10.5. Contact times

All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 6pm, although responses should be made to electronic messages within two working days in normal practice. Colleagues should refer to the Positive Workload guidance and adhere to guidelines on electronic communications and All Staff emails - it is of paramount importance to ensure the wellbeing of all school colleagues during an extended school closure.

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 as per the Online Safety Policy.

11. Support for Students with SEND, EAL & other Specific Learning Enhancement Needs

11.1. Additional support

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Information to support this can be reviewed in SIMS, Classcharts and through materials distributed by the SEN Team. In addition, specific named colleagues (key workers) will maintain contact with students who they regularly support by email or phone with parents and students. Any queries relating to this should be made to the SENCO or the Vice Principal. The school has also created a specific space on the school website to support parents with SEND children and, an advice email address for direct contact with the SEND team: *SENDadvice@adeyfield.herts.sch.uk*

11.2. EHCP students

During an extended closure, students with Education Health Care Plans are entitled to provision on site and this will be offered where appropriate following discussion with the SENCO and Parent. These students will be checked on regularly.

12. Safeguarding during School Closure

Keeping Children Safe in Education is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty and/or funding agreement requirements. Whilst we acknowledge that these are challenging times, the principles set out in KCSIE still underpin all the work we do to support children and keep them safe. These are set out below:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school community has a safeguarding concern they should continue to act immediately
- a DSL, a deputy DSL or another DSL trained member of SLT should always be available
- unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

However, during a time of extended closure during term time the following points set out how we will amend our processes. The Adeyfield Academy will, as far as is reasonably possible, take a whole institution approach to safeguarding so that any new policies and processes in response to any closure e.g. COVID-19, are not weakening our approach to safeguarding or undermining our child protection policy. Please see the appendix to our Safeguarding Policy which sets out the changes made during an extended school closure.

During times of extended closure, we know that staff and students will miss the classroom experiences that bring teaching alive, but it is also the most important time to uphold safeguarding guidelines.

In a crisis, there are always people who will use the difficulties for their own advantage. Whilst live remote teaching seems like a good alternative to the real classroom there are many safeguarding issues to consider when undertaking this and these guidelines must be followed explicitly. If they cannot, then online/live remote teaching may cease to occur. This is explicitly referred to in the Atlas 'Working from Home Guidance' available on the school website

Equality Impact Analysis

When reviewing all schools' policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

Title of Policy:	**Distance/Remote Learning Policy**
Date:	September 2020
EIA carried out by:	BCD
EIA reviewed by:	SLT

1. Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented	
Policy contains information about: Overall aims and objectives? ■ What is the proposed change? ■ Who is intended to benefit from the proposal and in what way? ■ Outcomes of the policy? ■ How will it be put into practice and who is responsible for this?	New Policy - this Policy outlines best practice for remote/distance learning provision for either individual students (Item 4) or in the circumstances of a school closure or similar event. The guidance therein should be referred to in conjunction with the St Albans Girls' School Online Safety Policy.

2. Assessment of Impact? To include impact of policy, any plans needed to mitigate any negative impact equality issues to be addressed.		
Characteristics	**Group**	**Effect / Impact**
Age		No impact
Disability		No impact
Gender reassignment		No impact
Marriage / Civil partnership		No impact
Pregnancy / Maternity		No impact
Race		No impact
Religion or Belief		No impact
Sex		No impact
Sexual orientation		No impact
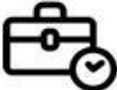
3. Consultation	
New policy contains information about: ▪ Policy audience, expected actions and outcomes ▪ Consultation and communication process ▪ Accessibility for all ▪ Fair access to the consultation process ▪ Lessons learnt from previous consultation, if appropriate	Expectations, requirements and actions.

4. Decision	
▪ Should the new proposal/policy be agreed and any impacts identified following consultations? ▪ What reasonable adjustments are required?	No issues or adjustments required

5. Action Planning	
▪ Any actions identified to address inequality for different groups? ▪ Any actions identified to promote equality and diversity? ▪ Where are these actions recorded and who is responsible for them?	Access to digital technology. SLT to review this and aim to provide the required

6. Monitoring and Review	
▪ When will the impact assessment be reviewed? ▪ Who is responsible?	Spring 2021 BCD

7. Publication of the results of the impact assessment	
▪ Results of EIA are published – where and when? ▪ The results are kept as a public record of the EIA – where and when?	In policy

Appendix 1: Distance Learning Protocol (Staff)

Distance Learning

THE ADEYFIELD ACADEMY

Guidance for teaching staff

This is a short, practical guide detailing how we can best support our students through the use of technology to support their learning whilst the school is closed or partially closed.

Google Classroom and Google Meets

We will use **Google Classroom** to set work and communicate with ALL students.

In the event of Remote Lessons being hosted on Google Meet(s), our Online Safety Policy applies, and our Remote Learning Code of Conduct should be adhered to.

All sessions should be **recorded** and saved on the Google Drive.

Working Hours

We will outline to parents that we only expect students to contact you during normal school hours and you can respond when it is possible for you to do so.

If you need any technical support / advice with managing the technical elements they can contact DSS/BCD

Normal Timetable

Work will be set for students in line with their normal timetable. The work should be ready on Google Drive for them to complete on the day they normally have their lesson with you. **When deciding on volume, please consider that remote learning will take longer to complete.**

Scheduling Work

You have all worked very hard to provide work for students to get on with. We would prefer you to post instructions of the work for each lesson to make it clear what you expect your classes to achieve

Normal Curriculum

We expect, where possible, for the students to follow the normal curriculum and the work should try to match what you would be expecting them to cover during your normal lessons.

Vary tasks and activities

It is also recommended to set a variety of tasks to help with student motivation and be pitched at their ability and sequence in learning.

Share responsibility

You can split up the responsibilities across the faculty and give access to your Google Classrooms to other teachers. and clone/share resources between different Google Classrooms

Assessment and feedback

Please consider how you can check work has been completed and how you can feedback to students. For example, you could ask students to submit some pieces of work electronically or complete a Google Forms quiz or self- marking quiz. For KS4/5 you may choose to use email responses.

Distance learning

BCD has produced a support video for using Goggle classroom which is available on the T&L Noticeboard

Safeguarding: KCSIE (2020) still applies during partial or full school closures. Please ensure you continue to follow our Safeguarding procedures and refer any concerns, through CPOMS, to BCD (Designated Safeguarding Lead)

Remote/Distance Learning

THE
ADEYFIELD ACADEMY

Guidance for parents and students

This is a short, practical guide detailing how we will best support our students through the use of technology to support their learning whilst the school is closed, or a student is unable to attend.

Google Classroom & Google Meet

We will use **Google Classroom** to set work, host resources and communicate for ALL students in all year groups

In the event that a student is taking place in a Google Meet Remote Live Lesson, our Online Safety and Behaviour Protocol remain.

All Remote Lessons will be accessed via Google Classroom.

Working Hours

We will outline to parents that we only expect students to contact you during normal school hours and you can respond when it is possible for you to do so.

Normal Timetable

Work will be set for students in line with their normal timetable. The work should be ready on Google Drive/Classcharts for them to complete on the day they normally have their lesson with you and last the duration of their normal lesson.

Scheduling of work

Your child's teachers will set work via Google Classroom. This will likely include links or instructions for where to find resources (likely to be on either Google Drive, Google Classrooms, Mathwatch or another online platform

Normal Curriculum

We expect, where possible, for the students to follow the normal curriculum and the work will try to match what you would be expecting them to cover during your normal lessons.

Vary tasks and activities

Work set will include a variety of tasks to help with student motivation and be pitched at their ability and sequence in learning.

Parental guidance/input

In order to ensure no moment is lost, parents/carers will be vital in ensuring students are encouraged to work diligently from home. This may also include supporting them 1:1 with the materials we have provided.

Assessment and feedback

Where appropriate, staff have been instructed to set work which can be assessed, and feedback can take place. In these cases, students will be expected to submit work through Google Classroom

Distance learning

The school has provided an instructional video to help students access resources from home. This video has been posted on school website.