



The Ecclesbourne School

“Learning together for the future”

Remote Learning Policy
January 2020

1. Aims:

- a) Ensure consistency in the approach to delivery of remote learning for pupils who are not in school
- b) Set out expectations for all members of the school community with regards to remote learning
- c) Provide appropriate guidelines for data protection
- d) To ensure that delivery meets the guidelines set by the DfE and any relevant qualification awarding organisation.
- e) To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

2. Links with other policies

- a) Controlled Assessment Policy
- b) Examination Contingency Plan
- c) Online Safety Policy
- d) “Restricting attendance during the national lockdown: schools: Guidance for all schools in England” (DfE Jan 2021)
- e) Behaviour Policy
- f) Child Protection Policy (and coronavirus addendum to our child protection policy)
- g) Data Protection Policy and Privacy Notices
- h) Home-School Agreement
- i) ICT and internet Acceptable Use Policy
- j) Online Safety Policy

3. Remote Learning Lead

The named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education is **R Nicoll, Head of Learning Services.**

4. Rationale: Research Evidence

There is an emerging body of research into remote learning , due to widespread school closure. The evidence of what works is clear and strengthening. The Education Endowment Fund (EEF) have identified the following key areas to consider for successful remote learning provision.

- a) 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.
- b) Ensuring access to technology is key, particularly amongst disadvantaged pupils. Lack of access to appropriate technology is a barrier to effective participation in remote learning. Therefore, the school has provided a laptop for use at home and in school to all students from Years 10-13.
- c) 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. This is especially the case for Years 11-13.
- d) Supporting pupils 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.

5. Defining Remote Provision

- a) During a government-imposed school closure, students will receive high quality remote learning provision via Microsoft Teams and Show My Homework.
- b) The school expects that students treat each day as a normal school day and ensure they are available at the time their scheduled lesson would normally take place to take part in a Microsoft Teams lesson or access the pre-recorded lessons and activities which are posted each day to Show My Homework.
- c) Where a lesson is not 'live' through Microsoft Teams, students should email their teachers with any questions or feedback on the work being set. All materials and Microsoft Teams sessions will be available or signposted from Show My Homework.
- d) The school will ensure students are able to access learning on-line from home and have provided over 850 lap-tops to all students in Years 10, 11, 12 and 13. If a child is unable to access work set remotely, parents and carers should contact school via email, addressing any question/request to Mr A Hardy – Director of ICT & Data. Using the email address: remotelearning@ecclesbourne.derbyshire.sch.uk

- e) The school will also provide two virtual Assemblies each week and Personal Development & Citizenship (PDC) lessons weekly via SMHW. Form Tutors will maintain contact with students once every 2 weeks to check on their progress and wellbeing.
- f) The school will seek parental feedback on remote learning provision through a fortnightly parental feedback form and will seek to address any questions.
- g) Publish to the school website a Remote Learning Hub (<https://bit.ly/3hOH7h8>) and student guide: <https://bit.ly/3s4CMuH> to provide guidance and information on how to manage remote learning for parents, carers, and students.

6. Minimum Expectations for Remote Provision:

In line with DfE Guidance expectations The Ecclesbourne School will:

- a) 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 so that pupils can progress through the school's curriculum
- b) Set meaningful and ambitious work each day in an appropriate range of subjects and provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently and will be equivalent to a normal teaching day (5 hours).
- c) Use the Show My Homework and Microsoft Teams digital platforms for remote education provision to ensure a consistent approach across the school and allow interaction, assessment, and feedback.
- d) Overcome barriers to digital access for pupils by distributing school-owned laptops accompanied by a user agreement and providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work, where necessary.
- e) Some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person.
- f) Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
- g) Publish information for pupils, parents and carers about remote education provision on the school website.

7. Safeguarding

- a) Safeguarding and child protection remains as important in this environment as anywhere else, and staff members will apply the school's safeguarding guidance to remote learning, just as they would to classroom working - staff who become aware of any child protection concerns will continue to follow established safeguarding procedures.
- b) When working remotely, we will ensure that the current Child Protection & Safeguarding Policy is followed.

8. Data Protection

- a) When accessing personal data for remote learning purposes, all staff members will: access the data securely via school servers in the school's IT network using school provided devices, such as laptops, rather than their own personal devices.
- b) Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.
- c) All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
 - I. Keeping the device 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)
 - II. Ensuring the hard drive is 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
 - III. Making sure the device locks if left inactive for a period of time
 - IV. Not sharing the device among family or friends
 - V. Installing antivirus and anti-spyware software
 - VI. Keeping operating systems up to date

9. Monitoring arrangements

This policy will be reviewed every three years by the Head of Learning Services and approved by the Governors' Students & Curriculum Committee.