



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

REMOTE LEARNING POLICY & PROCEDURES 2021-2022

Next Review Date: September 2022
Academy Link: Mr J Beavon

THEGRANGEACADEMY.CO.UK



MEMBER OF THE
WADE DEACON TRUST



Remote Learning Policy and Procedure

September 2021

Whilst guidance from the DfE has changed considerably for the new academic year, remote education may continue to be an important component in the delivery of our school curriculum for some individual pupils required to self-isolate or in the case of further local or national lockdowns. With guidance now meaning that bubbles of students no longer need to self-isolate, the vast majority of students will be able to access face-to-face teaching throughout the year. For students who are required to self-isolate due to testing positive, we understand that illness may mean that students are unable to complete any work, however, for those who are able to, we will ensure that work is available as outlined within this policy. Our remote learning plan continues to be proactive in preparing for any possible eventuality and therefore multiple possible scenarios are outlined below. In preparing our policy and procedures, we have considered the need to ensure that students are offered high quality and sequential work that is in line with our curriculum provision. Our provision fulfils all aspects of the DfE expectations.

DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations.
- access to high quality remote education resources.
- on-line tools that will be consistently used across the school to allow interaction, assessment and feedback and that will make sure staff are trained in their use.
- provision of printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access.
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely the DfE expects schools to take into account pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils 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 pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers



Our remote learning plan across the school has been carefully planned in collaboration with class teachers, subject leads/champions, the Pastoral team and school leaders. We continue to plan for three possible scenarios.

1. Student Self Isolating for 10 days or awaiting a PCR test result (due to having symptoms).
2. Outbreak Management Plan, where a number of students within a year group or a full year group have to self-isolate.
3. Full Lockdown, where no students will be able to access school. (KW & Vulnerable provision established)

Whatever scenario occurs, our principals of delivering a high-quality remote learning provision will remain the same.

Aims

We will ensure that our remote learning will be high quality, safe and aligned as close as possible with in-school provision.

Work will:

- Be meaningful and ambitious
- Cover a range of subjects
- Be equivalent in length to a normal school day where appropriate
- Be well planned and well sequenced
- Have clarity in terms of what will be learnt
- Provide clear explanations so work is accessible for all

Work will not:

- Have an over reliance on long terms projects
- Be based purely on internet research
- Be random tasks that do not match the curriculum provision

Using Technology for Remote Teaching

Students who do not have online access will be offered loan devices such as a laptop, tablet and/or a wireless dongle to enable access to remote teaching.

Staff will need to consider what content they want to deliver and then think carefully about which platform is best for their learning objectives.

Resources available for each phase include:

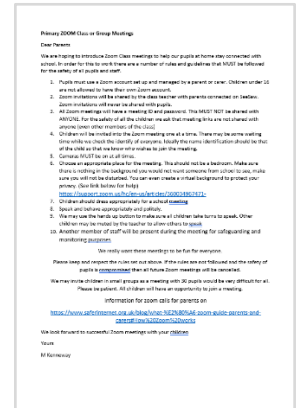
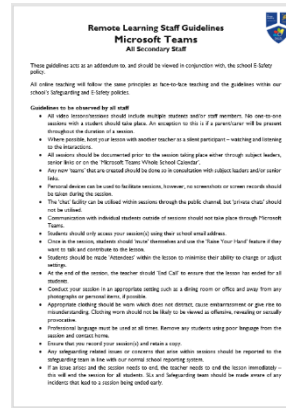
Primary	Secondary
Knowledge Organisers Tapestry EYFS TT Rockstars /NUMBOTS Hegarty Maths See Saw BBC Bitesize Oak National Academy	Knowledge Organisers Hegarty Maths SENECA Clever Lili! BBC and BBC Bitesize Oak National Academy Greenshaw Learning Trust – YouTube Lessons Weebly - Photography

Safeguarding – Safe and Effective Remote teaching

Throughout periods of remote learning staff will:

1. Always follow the school Safeguarding Policy and the remote learning guidelines
2. Report any issues that arise to school safeguarding team
3. Access remote learning platforms through the school's VPN – Tapestry, SeeSaw or Office 365
4. Utilising security and privacy settings if teaching live
5. Only contact students through designated applications or student email addresses
6. Plan ahead, dress appropriately, make behaviour and expectations clear and consider background to video content
7. Have a clear objective in mind and keep video content brief
8. Ensure video or interactive sessions have pause points to allow students to complete activities
9. Keep a recording of interactive lessons. Save on schools share drive via VPN and not own device

Secondary staff also to refer to: Remote Learning Staff Guidelines and video clips on use of Microsoft Teams



Etiquette for Students Attending any remote lesson:

1. In advance of lesson, set up your space. This should be somewhere quiet and where you will not be interrupted
2. Whatever space is chosen, please consider the background if going online
3. Make sure you are dressed appropriately
4. Let others in your household know you are going online to learn
5. REPS will still be expected during lessons
6. Use the chat or raise hand function if you wish to ask the teacher a question
7. Think carefully about the questions you need to ask and ensure they are appropriate
8. Ensure you benefit fully by participating in any activities the teacher asks you to complete

Secondary Student Guide to Microsoft Teams

Student guide has been shared on social media and will be placed on the school website





Potential Stages for remote learning

Depending on the reason for students having to access remote learning, a number of different approaches may be employed. These approaches relate to the 4 possible scenarios outlined earlier in the policy.

1. Student Self Isolating for 10 days or awaiting a PCR test result (due to having symptoms).

Students will be provided with work to be completed at home within first two days of being isolated.

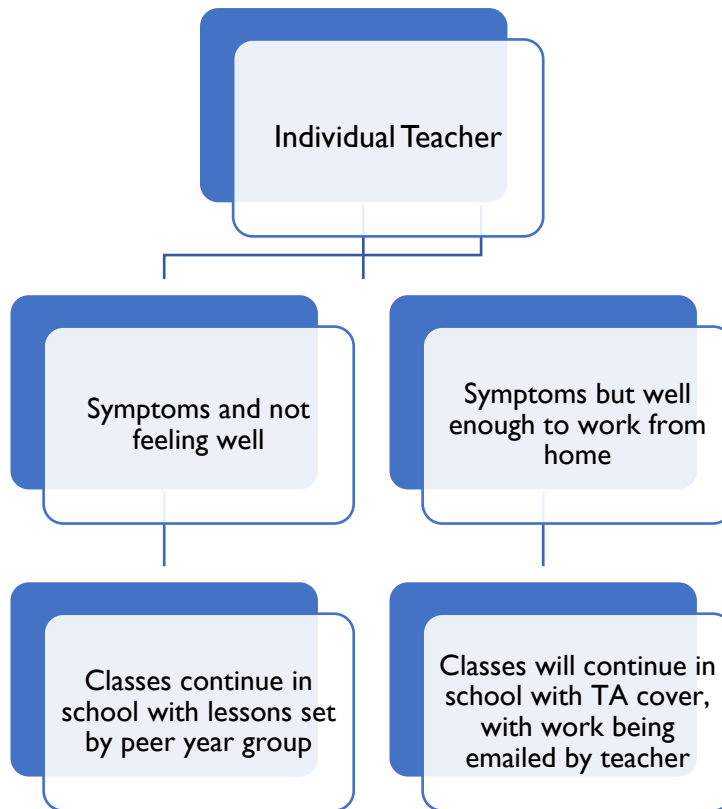
Secondary

Students will be provided with resources that correlate with the work that students in school are completing, allowing students to continue accessing the curriculum and new content. This work will be shared with students either on the Team 'Posts' page or within the 'Class Notebook'. Work provided may take the form of PowerPoint resources, worksheets, pre-recorded lessons or links to external provision such as Hegarty Maths, Seneca Learning or Oak National Academy.

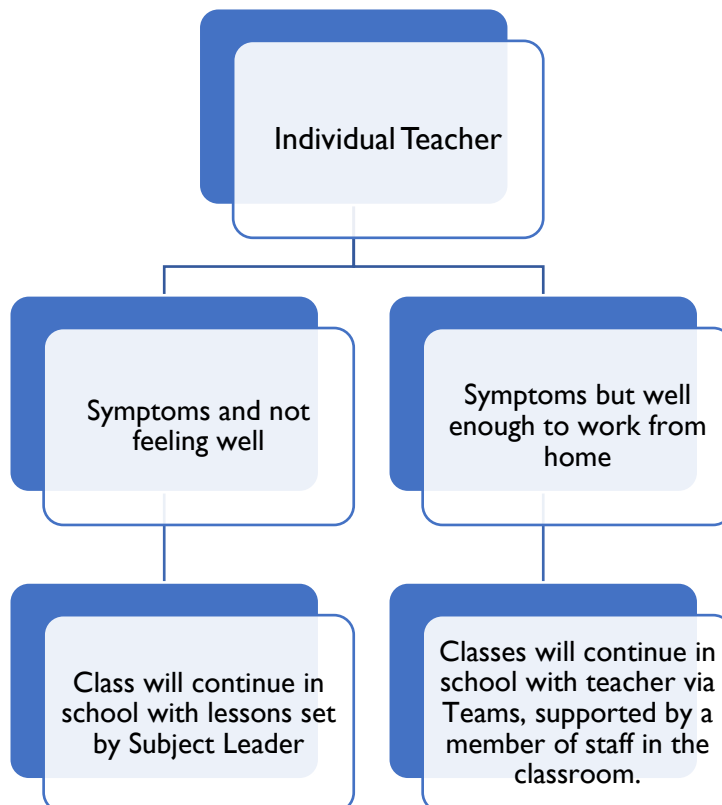
Primary

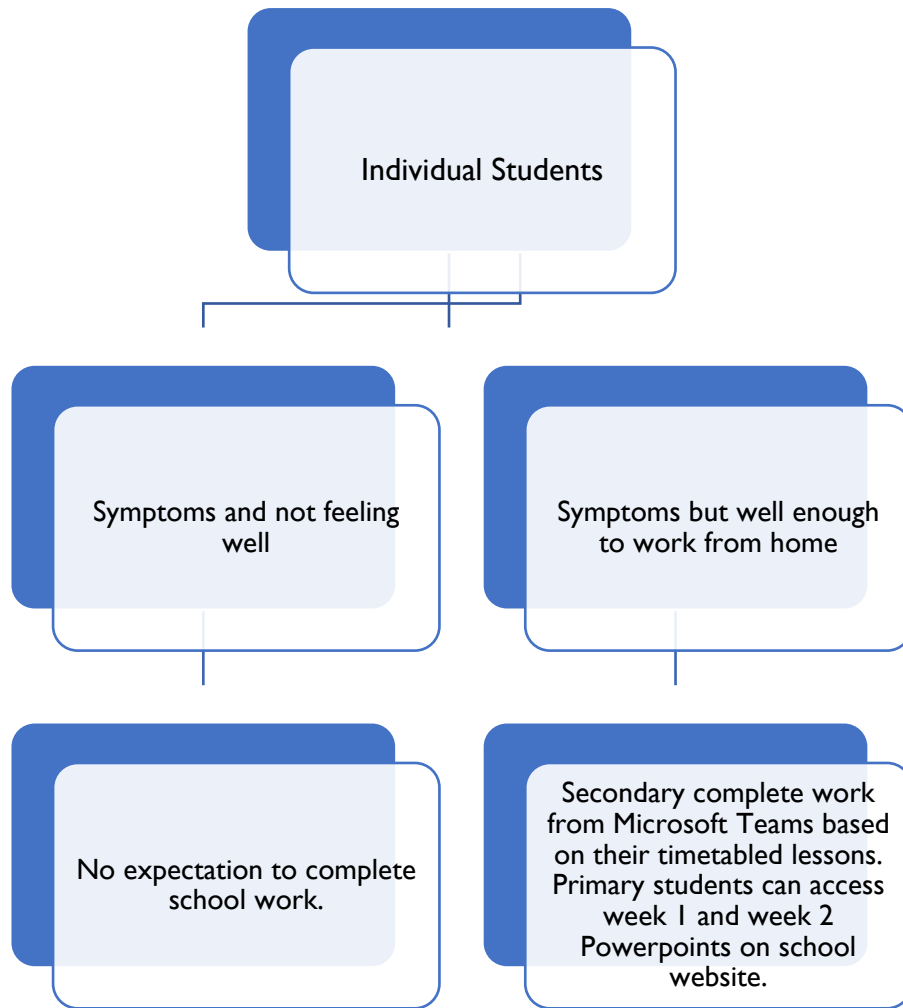
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Primary Staff Isolation

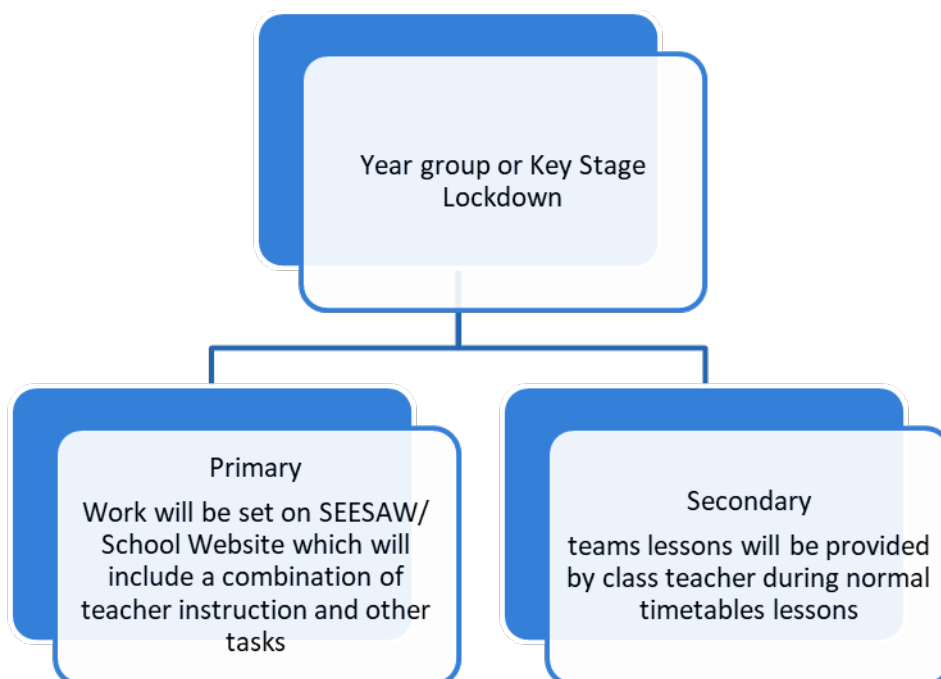


Secondary Staff Isolation





2. Outbreak Management Plan, where a number of students within a year group or a full year group have to self-isolate.



3. Full Lockdown, where no students will be able to access school.

In the event of another Full Lockdown, we will resort back to the Remote Learning Plan which was followed by students during the lockdown which began in January 2021.

Link to Primary Remote Learning Plan:

https://www.thegrangeacademy.co.uk/downloads/coronavirus_guidance/remote_learning/primary/primary_remote_learning_plan_-_january_2021.pdf

Link to Secondary Remote Learning Plan:

https://www.thegrangeacademy.co.uk/downloads/coronavirus_guidance/remote_learning/secondary/remote_learning_plan_-_january_2021_-_a_parent_carer_guide_secondary_website__002__21.01.21.pdf

Format of remote work setting - Primary

In the event of any of the 4 scenarios outlined within this policy, Primary students will follow a simplified timetable of Maths, English, Reading/Phonics and One Foundation subject per day. All students who are in partial lockdown are expected to complete the work through Tapestry or SeeSaw either using their own devices, or through use of a school loaned device.

In the event of a full class bubble closure, then students will be set work following the full lockdown format.

Format of remote work setting - Secondary

In the event of any of the 4 scenarios outlined within this policy, Secondary students will continue to follow their normal timetable, accessing 5 lessons a day. All students who are in partial lockdown will be expected to complete the work through Microsoft Teams either using their own devices, or through use of a school loaned device.

In the event of a full class or year group bubble closure, then students will be set work to complete in one of the following ways:

Possible Approaches
Live Lessons – Live lessons through Microsoft Teams for students to engage in
Pre-recorded Lessons – Pre-recorded content shared prior to the lesson with tasks for students to work through. Staff will be available to guide students in the chat.
Live Starter – Live starter section of the lesson to introduce lesson and explain tasks. Students then sent to independently complete tasks. Staff will be available to guide students in the chat.
Class Notebook – Resources such as worksheets, PowerPoints or electronic booklets to be shared on Class Notebook. Staff will be available to guide students in the chat.
External Resources – Links shared to Oak National Academy, Greenshaw Learning Trust, Hegarty, Seneca etc Staff will be available to guide students in the chat.

All lessons provided will be in line with the curriculum with the aim that all students accessing remote learning are accessing the same work as students who are in school.

Useful guides and tutorials for students:

Students Guide to accessing Microsoft Teams:

https://www.thegrangeacademy.co.uk/downloads/setting_up_microsoft_teams_-_student_guide_v2.pdf

How to upload work to Class Notebook: https://youtu.be/lhD2_kjLrEQ

How to access your timetable through Outlook: <https://youtu.be/PegxFoFOda8>