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REMOTE LEARNING POLICY AT KSSS

NAME OF POLICY: REMOTE LEARNING POLICY		FEDERATION KSSS ONLY BPRU ONLY		POLICY NUMBER: TL KSSS 2	
EFFECTIVE DATE: RATIFIED BY MC FEB 2021; July 2024			*REVIEW DATE BY SLT: June 2024 REVIEW DATE OF POLICY BY MC: July 2026		
AUTHOR OF POLICY: C.Patel; K Rogers			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: K Rogers		
DATE OF CHANGE	AUTHOR OF CHANGE	DESCRIPTION OF CHANGES	PAGE NUMBER OF CHANGES	NEW REVIEW DATE*	
June 2024	KER	Reviewed and all current aspects remain relevant.			



PURPOSE

In the event of a school closure – as we did during parts of the COVID era, KSSS continues to be committed to providing continuity of education to our students and will do so through a process of remote (online) learning. Extensive remote learning would apply in a situation in which the school is closed for an extended period of time, but a high proportion of learners 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 poor weather) or a short-term student absence.

Remote 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, to some extent. A relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with symptoms.

Remote learning programme for students will be planned for, delivered and monitored, as directed by the DfE and or Staffordshire County Council, as we have been in COVID19 national and local lockdowns. The (executive) Headteacher will be following the advice and guidance in this event.

All remote & blended timetables will be shared with parents/carers with as much lead in time as possible – emailed out to p/c and if requested posted out too.



KSSS Remote
Education Provision J:



10 Top Tips for
Working Remotely.do

REMOTE LEARNING PROVISION JAN 2021

Staff keeping safe:

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the student is healthy enough to work from home, the school will provide work if they are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent/carer will be coordinated by the student's Key Worker or member of the Senior Leadership Team.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days OR directed to provide Remote Learning (RL) by DfE etc.

Remote learning programme: monitored by SLT

In the event of an extended school closure, the school will provide continuity of education by ensuring that there is direct communication between staff and students either via telephone or Microsoft Teams. The work set will allow learners to complete electronically or on paper depending in individual circumstances.

An ongoing pupil/parent/staff survey has been recorded and will continue to be updated so that we can identify which students have access to an appropriate PC and internet and which students need a laptop to be provided. Where possible, every student will have access to a laptop so they are able to access live lessons.

The Remote Learning Platforms the school will use to deliver continuity of education are:

Microsoft Teams: <https://teams.microsoft.com>

Accessed via the relevant app or desktop application, or via the URL above. This will be where most contact between staff and students will take place including any live learning sessions.

All classroom staff will have been trained in how to teach via teams; remain safe online etc.

All students will have been trained how to log on; expectations of behaviour, work etc; remain safe on line.



Virtual Lesson
Guide.docx

Academic subject areas may also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means).

Microsoft Teams is a platform that allows resources to be shared, to be worked on together 'live', and allows students to ask questions in 'real-time'. Students will be informed of session times in advance and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) vocally or via the 'chat' function.

Students have been provided with a school email address and password to avoid any issues regarding GDPR. This is the only channel of online communication that will be used between staff and students.

ADDITIONAL learning platforms that students use in school and can continue to use remotely:

Achieve 3000: <https://portal.achieve3000.com/index>

A literacy-based reading programme which students have been using across all subject areas in school.

MyMaths: <https://www.mymaths.co.uk/>

Numeracy-based learning programme which is used in on site lessons and homework

Century Learning: <https://www.century.tech/>

Century Learning is an online learning platform which adapts personal pathways and uses 'nuggets' of the curriculum to address gaps in knowledge and promotes long-term memory retention for English, Maths and Science.

Suitable methods will vary and is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback, and interaction based on the circumstances of any closure and individual pupils.

Assessment: Whole school recording & reporting will continue with remote learning programme

Providing feedback may be more challenging with remote learning but teachers will endeavour to provide regular feedback to learners 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 remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Possible methods of feedback may include:

- ☑ Verbal feedback whilst online
- ☑ Using the “Comments” function on online documents or Microsoft Teams
- ☑ Sending a direct email or message to learners with specific feedback / targets
- ☑ Providing whole class feedback rather than feedback on individual pieces of work



Student Code of
Conduct for Virtual Le

Expectations of students:

(Refer to Behaviour Policy)

Assuming that the student is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting tasks promptly and to the best of their ability via their school accounts. Students will be able to contact subject teachers and their Key Workers through Microsoft Teams and will be able to ask any questions and discuss any anxieties they might have during the school working hours of 9am-3pm.

Students will not necessarily have the full range of books and equipment that they would usually have in school and so lessons live lessons will be taught accordingly. However, if advance notice is possible, teachers will provide relevant material for them to take home if necessary.



Delivering a live
session check list 1.1.2



online abuse plan SH
11.1.21.docx



Teaching with Teams
PPT 23.10.20.pptx

Expectations of Classroom staff:

Monitored by SLT

Classroom staff will have access to suitable IT from school; undertake suitable regular training in how to teach remotely, how to remain safe on line, and have a designated member of SLT as their remote line-manger.

Under remote learning, all subject areas will try their best to cover their curriculum requirements in the best way possible and will differ in the kind of work they expect students to complete according to the assessment criteria of their subject.

Teachers will aim to make sure that students have a range of activities to complete at home and are not exclusively working on a screen. Teachers will provide appropriate feedback to students whether this be written or verbal.

If a teacher is unwell during a period of remote learning, appropriate work will be provided for students to complete in line with their curriculum and may be delivered by a non- subject specialist.

Teachers should be available to contact parents if needed, by email or phone. If contact is deemed excessive then this may be escalated to SLT.

Subject areas should have a bank of other T&L resources available to extend students learning and give as extension tasks.

To ensure that all classroom staff are able to deliver quality remote learning, the school will provide a range of training opportunities that all classroom staff should access, know and understand, before any planned school closure. Classroom staff should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If any classroom staff require support with any aspects of remote learning, they need to work with the named remote learning member of Senior Leadership Team.

Unless there are extenuating circumstances, all staff will be expected to be contactable remotely by colleagues, students and parents if necessary. All communication should take place during usual school hours (9am to 3pm), with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice using school email accounts or Microsoft Teams only. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Support for pupils with SEND and other specific learning needs: Support available from SENDco

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDco. In addition, Key Workers will maintain contact with requiring regular support, by email or phone with parents/learners and feed back to teachers if required.

Pastoral care during remote learning programme: monitored by SLT

Each child has a Keyworker, who works closely with parents/carers. When using the remote learning programme, a member of SLT will also undertake family welfare contact per week, to monitor both academic progress and their general wellbeing. Staff will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication. Door to door welfare

checks may be carried out by voluntary members of staff to provide face to face contact and support to families. This may be conducted in order to provide any supplies or equipment needed for lessons.

Safeguarding during remote learning programme: monitored by SLT

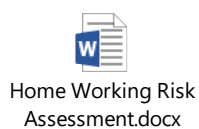
In the event of any safeguarding matters – staff will be expected to discuss the issue with the DSL (Staff have access to a member of the DSL team; record the issue on My Concern in the usual way – this is monitored by DSLs who are all members of the SLT. The DSL will then assess the situation and, if necessary, report & escalate up using the normal routes – First Response, Social Worker, other linked professional agencies.

OTHER USEFUL DOCUMENTS for all staff to consider when delivering remote learning programme:

[Safe Remote Learning \(SWGfL\)](#)

[Undertaking remote teaching safely \(NSPCC\)](#)

[Live Streaming \(Childnet\)](#)



<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>