DAYSPRING TRUST – NOW NORTHERN LIGHTS LEARNING TRUST

Ian Ramsey CE Academy Remote Learning Policy

Northern Lights Learning Trust (NLLT) have adopted all policies pertaining to Dayspring Trust – Ian Ramsey CE Academy and Venerable Bede CE Academy – from 1 February 2023 and will be reviewed in due course.

Ratified by: Executive Headteacher
Date of review: Autumn Term 2022
Date of next review: Autumn Term 2025

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked-out way. We recognise that at times we may highlight values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies.**
- **Provide excellent education within a strong Christian community.**
- **Resource our pupils for wise and generous living.**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

'Together to learn, to grow, to serve.'

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in its various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

'Soar to the heights together.'

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

Contents

Relevant staff applicable to this policy

Headteacher: Mr B Janes

SLT Lead: Mr. M. Patrick: Deputy Headteacher, Curriculum

Safeguarding: Mrs. H. Shaw: Assistant Headteacher (SENDCo)/Designated Safeguarding Lead

Enquires: enquires@ianramsey.org.uk

1. Aims and Statement of Intent

At **The Dayspring Trust**, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of academy life and ensuringthat 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 remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

We aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding. Through our **DEEP and CONNECT curriculum** which is built on our **5 Christian Values** (**Hope, Joy, Forgiveness, Wisdom and Perseverance**) we aim to:

- minimise the disruption to pupils' education and the delivery of the curriculum

- ensure consistency in the approach to remote learning for pupils who are not in the academy

- ensure provision is in place so that all pupils have access to high quality learning resources

- protect pupils from the risks associated with using devices connected to the internet

- ensure staff, parent, and pupil data remains secure and is not lost or misused

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

- ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

- Set out expectations for all members of the academy community with regards to remote learning
- Provide appropriate guidelines for data protection

2. **Legal framework**

a. 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
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

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

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2020) 'Get help with remote education'

c. This policy operates in conjunction with the other trust and academy policies:

3. **Remote Education Offer**

Stage 1: Individual Pupils

This stage applies if an individual child is working from home due to testing positive or being a close contact. It can also be applied if a child is unable to attend the academy for any other purpose via contact with the pupil's Head of Year or Pastoral Manager

- Work, including any 'Key Tasks', will be set on the academy's platform and can be accessed via the pupil's login.

- Pupils should follow their usual timetable - teachers and departments will set work based on the number of lessons a pupil would normally have each week. By following the usual

timetable, pupils will be able to complete a good variety and healthy balance of work each day to enable them to finish any tasks set.

- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via academy email – teachers will provide written feedback to pupils also via academy email.

- Each week, the attendance team will identify in SIMS those pupils with known absences of 2 or more days (e.g. due to quarantine, shielding, self-isolation or other significant reason) to support teachers in planning work appropriately for individuals.

- The attendance team will send individual parents/carers a copy of instructions about the organisation of and access to online work as absences are notified.

Stage 2: Classes and / or 'bubbles'

This applies when a whole class or bubble are sent home due to being close contacts:

- Work, including any 'Key Tasks', will be set on the online platform.

- Virtual 'live' lessons will be offered via the agreed academy platform - teachers will send an email invitation to join a lesson via your child's academy email address.

- All parents/carers of pupils affected will be sent a copy of instructions about the organisation of and access to online learning.

- Pupils should follow their usual timetable and use information provided in virtual lessons, along with any additional resources in the shared area to complete work set.

- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via academy email – teachers will provide written feedback to pupils according to our policy.

- Staff will be notified of any classes and/or bubbles that will need to learn remotely as this arises.

- Instructions for any pupils/parents/carers affected by Stage 2 will be sent centrally.

Stage 3: National Lockdown, Contingency or Partial School Closure

This applies when the academy is closed to most pupils and only open only to vulnerable children or the children of Critical Workers.

- Work, including any 'Key Tasks', will be sent on the online platform.

- Virtual 'live' lessons will be offered via the agreed academy platform according to an academy closure timetable, which will be issued at the point of closure. This will usually be the same as their timetabled lessons when in the academy, except for those lessons where

it is not possible or when staff are not available to teach a 'live' lesson. For example, if on the academy duty rota or unwell. Pupils should follow the timetable issued and use information provided in virtual lessons, along with any additional resources to complete work set.

- Pupils should follow the timetable issued and use information provided in virtual lessons, along with any additional resources to complete work set.

- 'Key Tasks' will be set proportionately according to allocated curriculum time. Pupils will submit 'Key Tasks' to their teachers for checking via academy email. Teachers will provide written feedback to pupils also via academy email.

- Instructions for any pupils/parents/carers will be sent centrally.

4. Roles and responsibilities

4.1 The **MAT Board** is responsible for:

- Ensuring that the trust has robust risk management procedures in place.
- Ensuring that the trust has a business continuity plan in place, where required.
- Ensuring that the Remote Learning Policy is in place and reviewed regularly.
- Monitoring the trust's approach to providing remote learning to ensure education remains as high quality as possible.

4.2 The **Academy Council** is responsible for:

- Evaluating the effectiveness of the academy's remote learning arrangements to ensure education remains as high quality as possible and feeding back any findings to the Executive Headteacher and the MAT board.

4.3 All **staff** are responsible for:

- Being available to work during their normal working hours.
- Always adhering to the **Staff Code of Conduct**, including additional guidance on remote learning – see appendix, particularly information re the use of cameras which are allowed for staff under certain conditions but not allowed for pupils under any circumstances.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the **headteacher or nominated DHT** in a timely manner.
- Reporting any safeguarding incidents to the **DSL** immediately and asking for guidance as appropriate.

- Reporting any health and safety incidents to the **health and safety officer** and asking for guidance as appropriate
- Reporting any defects on academy-owned equipment used for remote learning to an **ICT technician**.
- Following the sickness absence procedures if unable to work at any time during this period due to sickness, including the setting of work for pupils – see policy.
- Following the leave of absence policy and procedures if needing time off work for any other reason apart from sickness, for example, for medical appointments – see policy.

4.4   The **Executive Headteacher** is responsible for:

- Evaluating the effectiveness of the trust's remote learning arrangements.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Reviewing the effectiveness of the Trust policy on remote education on an annual basis, considering feedback from each Headteacher.

4.5   The **Headteacher** is responsible for:

- Ensuring that staff, parents, and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the academy has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of the policy within the academy and with stakeholders on an **annual** basis and updating the Executive Headteacher and the board, then communicating any changes to staff, parents, and pupils.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4.6   The **Senior Leadership Team** is responsible for:
- Arranging any additional training staff may require supporting pupils during the period of remote learning in line with their role.
- Monitoring the weekly access of pupils to remote learning.
- Conducting reviews on a half termly basis of the remote learning arrangements to ensure pupils' education does not suffer.
- Co-ordinating the remote learning approach across the academy.

- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

4.7 The **Health and Safety Officer of the Trust** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **Headteacher, or nominated DHT**.
- Liaising with the DPO regarding any matters as outlined in the GDPR and ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

4.8 The **DSL** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the **Headteacher, or nominated DHT** and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

4.9 The **SENCO (or nominated member of the team)** is responsible for:

- Liaising with the **IT technicians** to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the **Headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans 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.

4.10   The **IT staff** are responsible for:

- Fixing issues with systems used to set and collect work.

- Helping staff and parents with any technical issues they are experiencing where possible.

- Assisting pupils with accessing the internet or devices on academy systems

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

- Ensuring that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

- Ensuring that all academy-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

- Working with the staff to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

4.11   **Subject Leads** are responsible for:

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

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

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.

- Monitoring the remote work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set.

- Alerting teachers to resources they can use to teach their subject remotely and ensuring that the relevant resources are easily accessible for pupils and their families.

4.12 **Teaching Staff** are responsible for:

- Always adhering to this policy during periods of remote learning and following the academy procedures – see appendix.
- Planning lessons, setting work, and providing feedback within agreed deadlines according to the policy – see appendix.
- Providing 'live' lessons for a cumulative time of 30 minutes, unless on the academy rota looking after pupils who are in the academy or if unwell – see appendix.
- Keeping in touch with pupils who aren't in the academy according to academy policy.
- Responding to parental emails and queries within 5 working days, sharing any compliments or complaints with their line manager. (NOTE: parents/carers are encouraged to contact the academy via the main office or enquiry email for any emergencies.)

4.13 **Classroom-based Support Staff**

When assisting with remote learning, classroom-based support staff are responsible for:

- Supporting pupils with their work as directed by the SENDCO or nominated lead.
- Supporting pupils who are in the academy (vulnerable pupils and children of critical workers) with their learning.

4.14 **Parents** are responsible for:

- Always adhering to this policy during periods of remote learning.
- Ensuring their child is available to learn remotely, following their set academy timetable.
- Ensuring that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the academy as soon as possible.
- Ensuring that their child always has access to remote learning material during the academy day.
- Reporting any absence to the academy attendance officer before the start of the academy day
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the **Acceptable Use Agreement** and to complete relevant paperwork prior to borrowing equipment and commencing remote learning.
- Always adhering to the **Parent Code of Conduct.**
- Being respectful to staff in emails and phone calls when making any complaints or concerns known to staff.

4.15   **Pupils** are responsible for:

- Always adhering to this policy during periods of remote learning.
- Ensuring they are available to learn remotely according to their timetable, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to **their teacher** as soon as possible and alerting their parents to contact the academy if unable to contact their teacher.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the **Technology Acceptable Use Agreement** prior to commencing remote learning.
- Always adhering to the **Behaviour Policy**, particularly the academy rules of being Ready, Respectful and Safe.

5. <u>Who to Contact</u>

   NOTE: Specific contact details can be found at the front of the policy

If parents/carers have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the teacher in the first instance and then their line manager if the issue isn't resolved.

- Issues that remain unresolved after contact with the teacher or line manager – contact the Lead on Remote Learning.

- Issues with behaviour – talk to the Head of Year or Pastoral Manager.

- Issues with IT – contact the main office.

- Concerns about data protection – contact the main office.

- Concerns about safeguarding – contact the Designated Safeguarding Lead.

6. Data protection

- This section of the policy will be enacted in conjunction with the academy's **Data Protection Policy**.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

- All contact details will be stored in line with the **Data Protection Policy**.

- The academy will not permit paper copies of contact details to be taken off the academy premises.

- Pupils are not permitted to let their family members or friends use any academy-owned equipment which contains personal data.

- Any breach of confidentiality will be dealt with in accordance with the academy's policy.

- Any intentional breach of confidentiality will be dealt with in accordance with the academy's **Behavioural Policy** or the **Disciplinary Policy and Procedure**.

7. Keeping Devices Secure

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

- 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)

- 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.

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

- Not sharing the device among family or friends

- Installing antivirus and anti-spyware software

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

8. Health and safety

- This section of the policy will be enacted in conjunction with the academy's Health and Safety Policy.

- Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

- If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

- Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

- If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. Costs and expenses

- The academy will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

- The academy will not reimburse any costs for travel between pupils' homes and the academy premises.

- The academy will not reimburse any costs for childcare.

- If a pupil is provided with academy-owned equipment, the pupil and their parent will sign and adhere to the **Technology Acceptable Use Agreement** prior to commencing remote learning.

10. Online Safety

All communication between staff and pupils must be according to the **Online Safety Policy** – being transparent and always ensuring the safety of everyone.

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted unless recorded.

- Wear suitable clothing – this includes others in their household.
- Staff can put on their cameras if working in a professional environment or workspace according to the procedures outlined in each academy's document – see appendix.
- Pupils must NOT put their cameras on at any time.
- Pupils must mute their microphones at the beginning of a lesson and ask for permission if they wish to speak to the group. The teacher has the right to mute the conversation if the conversation is inappropriate, or to remove them from the lesson. If this occurs, there will be reported to senior staff.
- Be situated in a suitable 'public' living area within the home with an appropriate background.
- 'Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in the academy: Ready, Respectful, Safe.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in the academy: Ready, Respectful, Safe.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The academy will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENDCO**.

Pupils not using devices or software as intended will be disciplined in line with the **Behaviour Policy**.

The academy will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The academy will ensure that all academy-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

During the period of remote learning, the academy will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.

- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The academy will not be responsible for providing access to the internet off the academy premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the academy. However, the academy will use their best endeavours to support families in gaining access to the internet.

11.   Appendices

Please see the appendix below for the individual academy's Procedures and Practice
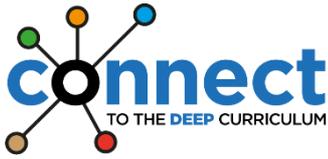
Ian Ramsey CE Academy
Approach to Remote Education

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer **immediate remote education** and access to our **DEEP Curriculum** via the following approach:

Contingency Planning has enabled us to:

- Use a curriculum sequence which allows access to high-quality online/offline resources/ teaching videos and that is linked to the Academy's curriculum expectations.
- Give access to high quality remote education resources through Google Classroom and additional learning resources via the Academy website.
- Use Google Classroom, and Key Tasks to provide interaction, assessment, and feedback. Pupils can also contact staff via their school email, outside of their timetabled lessons, for support and guidance. [Training in the use of the school email system, setting Key Tasks and providing marking and feedback through Key Tasks has already taken place for most staff and will be a feature in the CPD programme for anyone joining school or who requires further training.]
- Provide Google Classroom training for all staff during September 2020. Further training and support are available throughout the academic year, as needed. This includes dedicate support videos, live online training, and drop-in sessions. The Head of Computer Science is a Level 2 Certified Educator for Google Education and working towards Level 3.
- Support for parents/carers and pupils is also available via the Academy website, requiring pupils' Academy login to access them.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. [A full audit of all pupils took place in September 2020 to establish a definitive list of those requiring additional resources to enable online access and/or paper-based resources.]
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. The Pastoral, Curriculum and SEND teams will work withfamilies where this is the case, via a bespoke approach, to help deliver and facilitate a broad and ambitious curriculum.
- Ensure effective provision was available for the loan of Academy Chromebooks was in place for **any** pupil requiring access to a device.

When teaching pupils remotely, we will:

- Set work, via Google Classroom, so that pupils have meaningful and ambitious work each day in a range of different subjects. We will advise pupils to follow their normal timetable to ensure the daily curriculum remains broad and balanced.
- teach a planned and well-sequenced curriculum so 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 either by a teacher or through high-quality curriculum resources or videos. Resources will be collated in Departmental Shared Google Drives and, teaching of new content will be facilitated via Google Classroom/Google Meet.
- Gauge how well pupils are progressing through the curriculum, using questions and Key Tasks. Key Tasks will be set proportionately according to allocated curriculum time. Pupils will submit Key Tasks to their teachers for checking via Google Classroom. Teachers will provide written feedback to pupils on Key Tasks. All pupils have access to an Academy email as an alternative way to contact or summit work to their teacher, if needed.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments. Where necessary, this will include revising material or simplifying explanations to ensure pupils' understanding in support sessions offered via Google Classroom or Google Meet.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally and where possible this will include daily contact with teachers via Google Meet lessons.
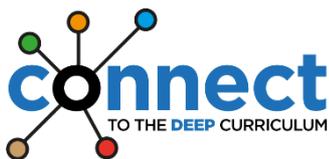
Ian Ramsey CE Academy
Approach to Remote Education

STAGE 1: Individual Pupils

- Teachers will upload work to Google Classroom for pupils to complete. Completed work should be submitted to the teacher via the '**TURN IN**' function.
- Pupils will continue to access work aligned to the learning happening in the Academy, with necessary adaptations to support them to access work remotely.
- Pupils will follow their normal timetable and use the resources and information supplied by their subject teachers to complete lessons.
- All pupils have access to online packages linked to reading and mathematical thinking which they can also access where work is not appropriate to upload i.e. PE.

STAGE 2: Classes, 'Bubbles' or Teachers

- Teachers will upload work to Google Classroom for pupils to complete. Completed work should be submitted to the teacher via the '**TURN IN**' function.
- Virtual lessons will take place via Google Meet for classes or bubbles who are self-isolating. Pupils will follow their normal timetable.
- Staff who are self-isolating, where possible, will deliver lessons via Google Meet to pupils in the Academy.
- All pupils have access to online packages linked to reading and mathematical thinking which they can also access where work is not appropriate to upload i.e. PE.

STAGE 3: REGIONAL OR NATIONAL LOCKDOWN

- Teachers will upload work to Google Classroom for pupils to complete. Completed work should be submitted to the teacher via the '**TURN IN**' function.
- Virtual lessons will take place via Google Meet. Pupils will follow their normal timetable.
- All pupils have access to online packages linked to reading and mathematical thinking which they can also access where work is not appropriate to upload i.e. PE.
- Where the Academy is open for vulnerable pupils and the children of critical workers, they will access virtual lessons along with those working remotely.
- Weekly Google Meets will take place for tutor groups to provide the opportunity for Collective Worship and allow tutors time to speak to their tutor group.

At both Stage 2 and 3, staff will take attendance registers to log those accessing live lessons. This will be monitored by the attendance team to identify pupils who have not accessed live lessons. The Pastoral Team will use this information to contact parents and ensure pupils have all the support they need to access learning remotely.
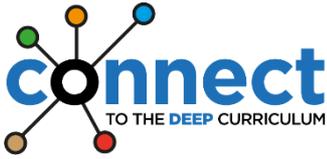
Ian Ramsey CE Academy
Access to Google Classroom: PUPILS

The primary platform we will use to deliver continuity of education is Google Classroom. Access to Google Classroom can be found on the IRCEA website but clicking **Remote Learning** on the homepage:


Here, pupils can access **Google Classroom**, their Academy emails, and links to other online learning resources they have access to.
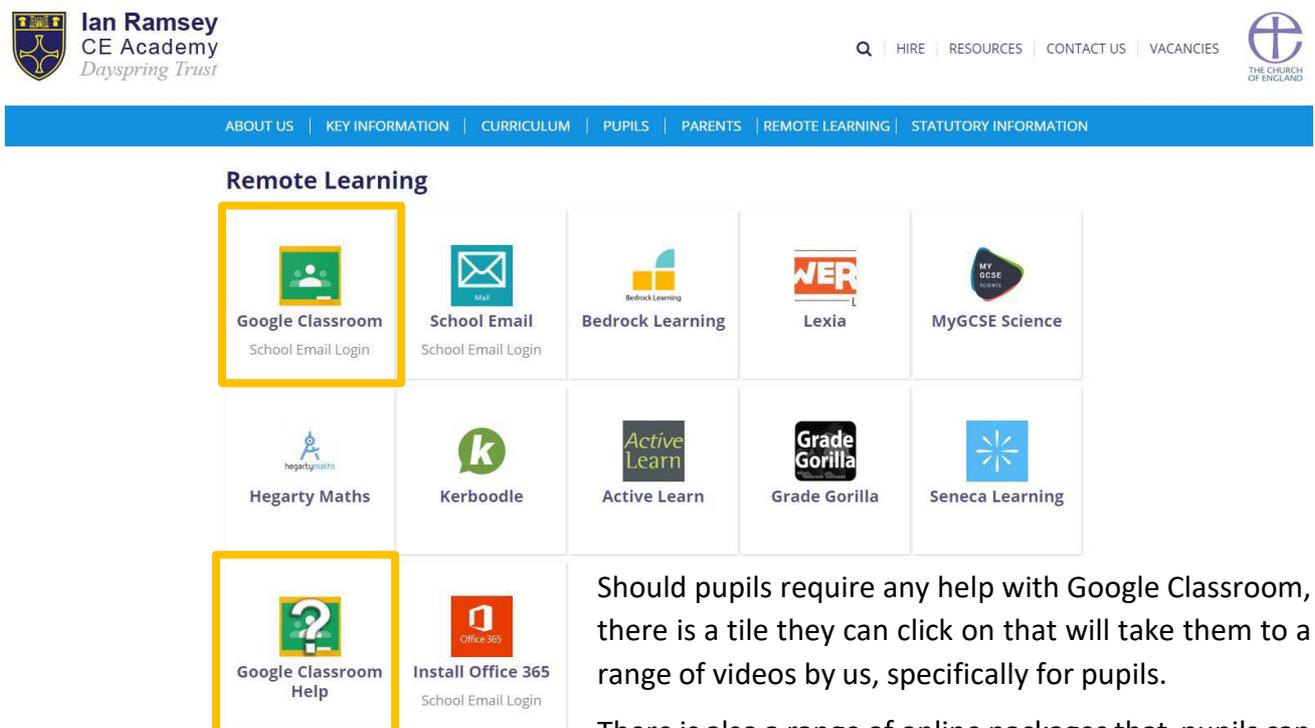

Should pupils require any help with Google Classroom, there is a tile they can click on that will take them to a range of videos by us, specifically for pupils.

There is also a range of online packages that pupils can access to support their work, all of which are free to pupils of Ian Ramsey Academy.

When pupils log into their Google Classroom, they will see all their timetable lessons. The lesson codes match what is on their timetable and Edulink.
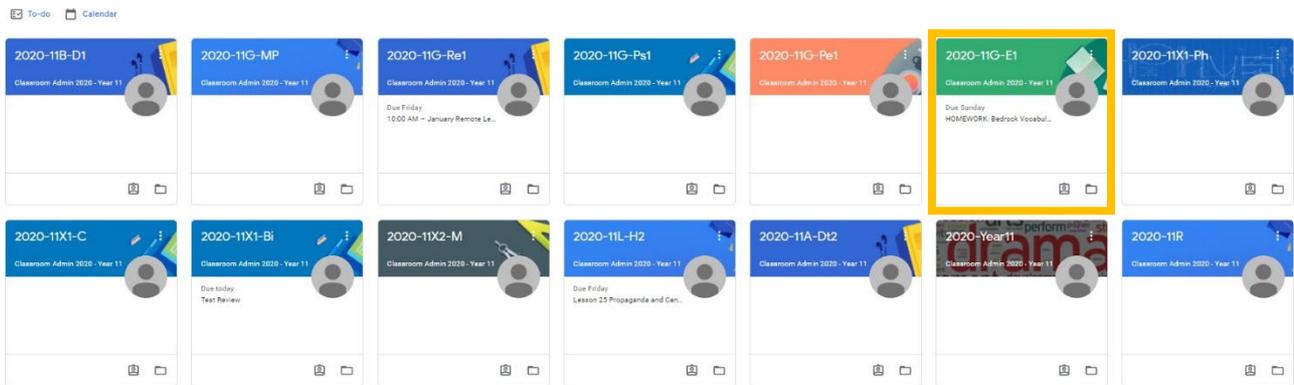
When pupils select the relevant lesson, they will enter the classroom and see the resources available to them. Work is organised into **Topics**, with the most recent **Topic** at the topic. When pupils select their assigned work for that lesson, they are shown the resources they will need to complete the work.
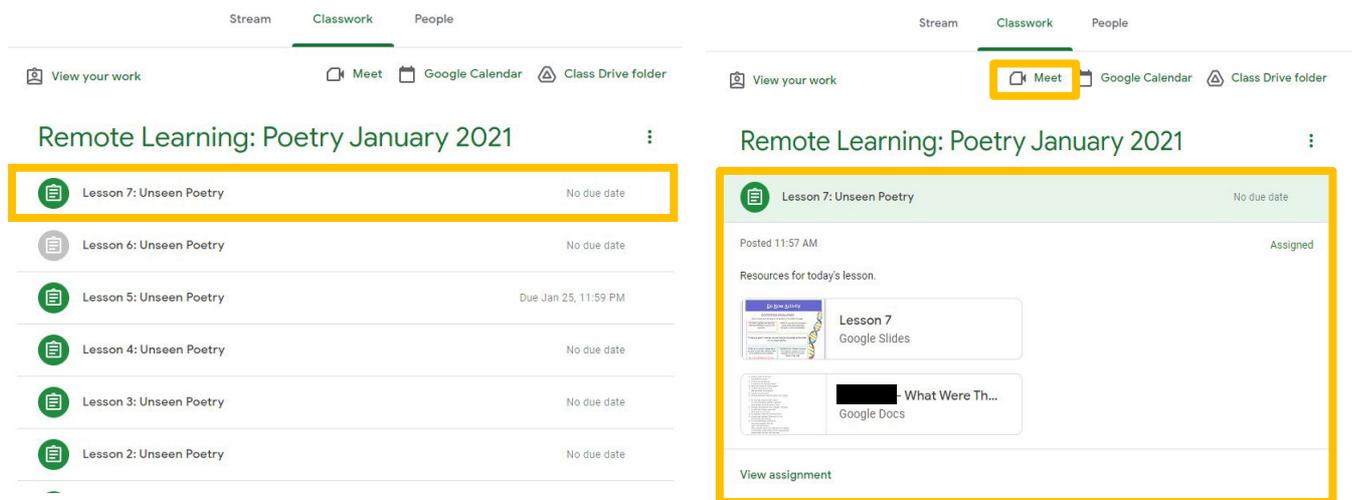

To access their 'live' lesson, pupils should select the **Meet** function at the top of their classwork page. When pupils join a Google Meet lesson, they MUST ensure their **camera and microphone are off.** Pupils may unmute their microphone to speak but, MUST be given permission to do so by their teacher.

When pupils have completed any work for their teacher, they should use the **'TURN IN'** function. This can be found at the top of any document they have worked on.
This will submit the work to pupils' class teacher for feedback.

Pupils are reminded that they are expected to adhere to the Behaviour Policy and always ensure the conduct themselves appropriately. Any unacceptable behaviours will lead to teachers removing pupils from their live lesson and details passed Heads of Year.
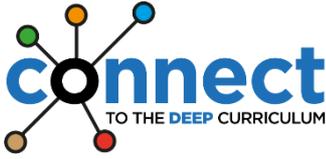
Ian Ramsey CE Academy
Access to Google Classroom: STAFF

To access Google Classroom:
- Log onto the school website
- Go to **Resources** and then select **Google Classroom** using your school login details.
- You will then see all the classes that are assigned to you.

Uploading work to Google Classroom:
- Select the teaching group you wish to assign work to. Click **Classwork** and **Create**.
- Select **Assignment** [or you can create a new **Topic**] to delineate between topics or units of work.
- Enter the details of the assignment and upload any resources from **Google Drive.**
- Any resources pupils will need to edit, on the drop-down option select **Make a copy for each student**. This will ensure pupils can complete and **Turn in** work easily.
- Make sure you assign work to a **Topic**; this will keep worked ordered for pupils.
- You can **Assign** work to the whole class or individuals. Once assigned, pupils will see the lesson in their Google Classroom. You can **Schedule** the lesson to appear at a chosen time if you do not want pupils to have access before the start of the lesson.

Starting a Google Meet:
- Go into the class you are teaching in Google Classroom.
- Select the **Meet** function at the top of the screen.
- **ENSURE YOU HAVE MADE THE LINK VISIBLE TO PUPILS OTHERWISE THEY WILL NOT BE ABLE TO JOIN.** You only need to do this once.
- Select **Join** to start the lesson. Pupils cannot enter the lesson until you have started the Meet.
- You can use the **shield** to restrict access to your lesson. Turning this on means pupils will need to be **Admitted** to the lesson.
- To present to the class, select **Present Now** and select **A tab**. Choose the tab you wish to share, and this will be **the only thing pupils can see** even if you click a different screen.

During your meeting/live lesson:
- Ensure all pupils have their microphone and camera is off.
- You may use leave your camera on if you wish. However, if you are not in school, you MUST **ensure your background reflects a professional working environment**.
- Complete the teaching aspect of your lesson for **up to 30 minutes.** This can be cumulative, rather on a single block, depending on the needs of the group.
- Pupils should respond to questions using the **chat** function. Pupils can unmute their microphone to respond questions but, must only with permission to do so.
- When the lesson is finished, end the meeting for all.

Recording of live lessons in Google Classroom:
There is no expectation for staff to record their lessons. You can choose to record lesson, for example, should you wish to share the lesson with any pupil who did not attend the live lesson. If you do wish to record your lesson, please be aware of the following:

- The screen shared as the focus on the recording.
- Depending on whether your camera is on or not, you or a blank box with our name on will be on the right side of the screen.
- If a pupil speaks, this audio will be recorded.
- If you allow a pupil to share their screen, this will be recorded if you are not sharing your screen.
- If a pupil turns their webcam on and you are **not** presenting your screen, their webcam may appear, and it **could** be recorded. In some tests it did not record, and in others it did. **If you are recording you lesson, this is where the instruction for pupils' webcams to be off needs to remain very clear, as it is currently.**

Assessment and Feedback:
Our goal is to recognise the difference between 'I taught it' and 'they learnt it.'

Staff are **NOT** expected to mark all work completed online by pupils. Pupils will receive verbal feedback during live lessons as teachers respond to questions from pupils. Using modelled examples to exemplify for pupils before they apply the learning is also providing pupils with feedback, supporting them to see what is expected of them with tasks.

However, we must continue to monitor and track pupils' progress. **KEY TASKS** should be completed every **two weeks** or every **six lessons** depending on the frequency of lessons.

Key tasks are **not** specific tests for pupils to complete. **These do not need to be written specifically for pupils to complete.**

Key tasks will be identified within each SoL, by HoA, which all pupils should complete. This could be completed within a lesson – the teacher can set the task by explain it to the class at the beginning of the lessons, then allowing pupils to complete independently; or it can be set as a lesson whenthe teacher is not delivering live.

These will be used to provide feedback to pupils about their understanding of work set. Pupils should complete them and submit via Google Classroom.