

Policy Name	Remote Education Policy
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1. Context

- 1.1 This policy should be read in conjunction with the Department for Education guidance to schools about the re-opening in the 2020-21 academic year and the measures that should be in place regarding coronavirus.
- 1.2 The Remote Education Support section of the DFE guidance can be found here: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>
- 1.3 Throughout lockdown in 2020, Oak Academy rapidly set up a system of online learning that was used to support students. This system continues to develop rapidly as the national context changes in response to the virus. Further guidance, therefore, will be regularly provided throughout the year in staff briefings, meetings and INSET days by members of the senior leadership team and other appropriate colleagues.

2. Aims of Remote Education Support at Oak Academy

- 2.1 The primary aim of the remote education support system at Oak Academy is to mitigate the impact of partial or full school closures that may occur in line with national guidance.

In operational terms, this means that in the event of partial or full closure, if staff are not being redeployed to cover other classes as part of a rota in the Tiered Response system, the normal school timetable operates fully online.

Teachers are expected to be available for the duration of each lesson for students of their classes. They may wish to deliver "Live Lessons" (see 4.1.3) but do not have to do this. They may set work through Teams or by using paper based resources, where technology is not available to students. They must be available for students of the designated class to communicate with them during that period.

- 2.2 The policy also aims to offer a broad and encompassing system of remote learning that means students who have good ICT access or none can make progress in their learning
- 2.3 This policy has been developed in line with the DFE guidance which states:

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*

- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments 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 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*
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3. Occasions when remote learning may be used

- 3.1 Remote Education should be offered whenever students are required to self-isolate.

Examples include but are not limited to:

- When a student has to self-isolate due to themselves or a member of their household having symptoms
- When a class, year group or larger group has to self-isolate due to Public Health England advice
- When the "Tiers of Response" system is in place in order to suppress local outbreaks and a rota system may be in place

- 3.2 Staff are expected to set work for all of the above instances. Senior and Middle Leaders will provide further guidance in each instance in order to ensure staff time is managed effectively and quality resources are shared.

- 3.3 Further guidance will be provided by the Principal if the "Tiered Response" system and an associated rota is used or if a confirmed case of Covid is detected in school.

4. The components of the Remote Education Support system

- 4.1 The Oak Academy Remote Education Support system includes the following components:

4.1.1 Microsoft Teams

This is the key technical system that underpins the Remote Education Support system. It should be used by all staff to set Home Learning as well as being the mechanism by which students “turn in” assignments

MS Teams enables effective sharing of learning materials and enables staff to track and monitor work submission

Training will be provided throughout the year to students and staff in order to ensure all stakeholders can use the system effectively

Ambitions Academies Trust will also assist with the MS Teams CPD programme

4.1.2 Workpacks (paper based work)

For students who cannot access online learning, workpacks will be provided. These will enable students to follow the planned curriculum.

Guidance will be provided at the point of partial / full school closures by the Senior Leadership Team about the operational elements of workpack collation

4.1.3 Live Lessons

These are live streamed lessons by a member of staff to a group of students. Further guidance can be found in the appendices of this policy

4.1.4 Video streamed lessons

These are pre-recorded lessons that are uploaded to Microsoft Teams which can be paused and replayed by students. Further guidance can be found in the appendices of this policy

4.1.5 Subject specific online learning resources

Many curriculum areas make use of subject specific online systems. Examples include: Hegarty Maths, The EverLearner in Sport and Science

Curriculum Area Leaders are responsible for ensuring that all students are set up in the correct and up to date teaching groups and that all staff have the necessary skills to use the online systems in order to effectively deliver appropriate remote education.

4.1.6 Reference to national digital material

Where relevant, teachers and curriculum area leaders are encouraged to make use of the materials made available on national systems (e.g. Oak National Academy)

Appendix A: Recorded Lessons and Live Lessons Guidance

1. Definitions:

Recorded Lessons

These are lessons that are pre-recorded by staff and uploaded to the relevant Microsoft Teams channel or team. They do not allow for interaction between students and teachers. They can be paused and re-watched by students at their discretion. They form as valuable part of the Remote Learning system because they can combine auditory and visual learning by embedding other video clips, presentations, screen shares, teacher demonstrations and so on.

Live Lessons

These are lessons that are “live streamed” by a teacher or a team of teachers to a group of students. They are an important part of the Remote Learning system because they enable students to engage in real time with their teachers and ask questions, as well as completing tasks and receive feedback. It is important that teachers are confident about the technical aspects of the systems in use before delivering Live Lessons.

2. Staff guidelines for teaching and tutoring students via video conferencing

Using forms of video conferencing – context

During school closure periods due to Covid-19, we trialled the use of video conferencing tools and from different locations, including home locations. As well as many benefits for students and their education, the use of such systems does bring some level of risk that can be minimised by following safe working practices.

The below guidelines are designed to protect the health and safety of the children and families we support as well as our own staff and other agencies working with us

Ambitions Academies Trust and Oak Academy approved systems

The only system that should be used to undertake Live Lessons or any other type of video conference call is Microsoft Teams. This is due to integrated functionality with other teaching and learning systems (e.g. 365 / MS Forms / Outlook etc...)

Presenting a professional image

If you are using video conferencing to deliver to young people, please ensure that:

- You are dressed in smart casual or full professional dress and wearing your ID badge
- You adjust the tilt and position of your laptop/mobile device, so your full face is showing
- Your background environment is not overly intrusive, inappropriate or distracting

If possible:

- Use a headset or headphones to keep conversations audible and controllable; they reduce the volume of your voice as well as removing the other person's voice as well as improving sound quality.
- Either select a neutral background (e.g. a wall) or use blur to reduce distracting backgrounds (this is possible in Teams)
- If you are on site, a normal classroom setting should be used

Audio only option

It is recognised and appreciated that many people are working from home conditions where options are limited. If a child or young person does not wish to use video conferencing, they may of course opt to join a session by audio only.

Keeping people and information safe

You must still ensure that you do not inappropriately expose confidential information.

- Make sure your camera does not have view of confidential documents
- Make sure you are not overheard or visible from another room or outside
- If you are interrupted, pause the meeting until the interruption is over
- Only use work equipment (laptop, work device). DO NOT use personal phones.

3. Video lesson guidance

During Covid-19 closures that require schools to offer remote learning, normal face to face and classroom contact will be restricted. Video lessons (recorded or live) will offer a way to minimise physical contact while still having rich and meaningful interactions with the students we are supporting.

- Consent from parents **must** be collected via SIMS In Touch before a student can participate
- It is suggested that **two** members of staff be present in every online lesson during this trial phase – one to deliver and one to "host" the meeting, check chat functions and monitor online conduct.
- Teachers may wish to deliver lessons alone. This is permissible as long as they can confidently use the ICT systems and maintain student interest
- Make sure students know when and how they will be contacted (i.e. use a calendar invite / meeting link)

- Introduce yourself and make it the purpose of the lesson clear at the start
- Make it clear that lessons will be recorded to safeguard everyone
- Use the screen share function to show the Information for Students document
- Be aware that video contact can be more of a strain than face to face contact for everyone so lessons should be no more than 30 minutes
- Some students may find the video aspect very uncomfortable and may prefer to switch their video off and join lessons by audio only
- It is very important to chunk information down into smaller portions rather than cover too much in one explanation
- Build in regular pauses to allow for questions
- If you are using a whiteboard, make sure that this is clearly visible to the camera
- If you have materials to share on PowerPoint through screen share, do this slowly – there will be a lag to big groups due to broadband speeds
- Throughout and at the end of the lesson, use Microsoft Teams as the learning system to collate an outcome. This can be designed as form to enable submission to be tracked and monitored
- Use the agreed form to ask for feedback from students and parents – this is important in helping us develop the trial phase
- Finally, remember to enjoy the lesson!

Protect yourself

- Make sure your background does not reveal personal information such as family photos or location. Use of background blur can help.
- Minimise the risk of interruptions from family members or pets if you are at home and by colleagues if you are at school
- Make sure that you understand how to mute participants and remove participants from a meeting

Appendix B: Live Learning: Code of Conduct for Students

1. The purpose of live learning streams for lessons / tutorials / assemblies is to support students' learning, personal development or welfare
2. Although we are not in the same building, our normal academy rules apply: Ready, Respect, Safe. These must be followed at all times
3. Live learning streams may be recorded by the teacher to share the learning with other students and to safeguard everyone involved
4. Students are not permitted to record live learning streams
5. Students should wear sensible clothing. Full uniform is not required but due consideration should be given to appropriate clothing (e.g. shoulders covered, no offensive logos)
6. Students should join the live stream in a shared space in the home and not in a bedroom if at all possible
7. Students should join the live learning stream 5 minutes before the published start time to check all of their settings are working correctly
8. Students must not join live stream lessons in public places outside of the family home
9. Teachers will admit students to the live learning stream one by one to check identification and welcome them personally
10. After joining the live learning stream, students' microphones and videos should be muted. Students should unmute their video feed briefly for identification purposes
11. If students wish to, they can join the stream by video fully by "enabling" their own video using the settings in MS Teams
12. If students do use a video live stream, the following must apply:
 - The student's full face must be visible
 - Head coverings (e.g. caps / hats) must not be worn (unless for religious purposes)
 - Students must clearly focus on the learning and not on other distractions
13. Students may wish to join live learning streams by audio only and leave their video feed muted once identified by staff
14. The teacher delivering the lesson may be supported by another member of staff
15. If present, the supporting member of staff will act as a co-host to monitor online behaviour, provide students with chat feedback and assist with technical support
16. There must be no inappropriate language used in the chat function
17. There must be no inappropriate gestures or images used or posted on the screen
18. If students do not understand the lesson or have technical queries, they should type question into the chat function and the teacher or co-host will unmute the microphone to facilitate questions being asked
19. Students should complete the tasks required following direction from the teacher
20. If students online behaviour is not appropriate, they will be removed from the meeting and we will contact parents to discuss a possible sanction in response to the behaviour

Appendix C: Live Learning: checklist for teachers

Task	Complete
1. Ideally watch a live learning stream before running your own so that you know what to expect and the possible pitfalls to avoid	
2. Make sure you have planned for another colleague ready to be in the live learning stream with you if you wish to have support	
3. Check your clothing is professional or smart casual	
4. Check your own environment before streaming to avoid interruptions and background distractions	
5. Blur your background if you wish to do so, or cancel your video if you prefer	
6. Start the live learning stream in good time so you don't rush	
7. Check your microphone and audio settings are working	
8. Begin recording the live learning stream as soon as you start it	
9. Have the "show participants" & "chat" windows expanded	
10. Admit students one by one	
11. Ask each student to show their face when they join to identify each one individually	
12. Take a register for the live learning stream	
13. Complete regular audio / visual checks with students	
14. Check all students can use the chat function	
15. Remind students that they can turn off their own video should they wish to once they have been identified	
16. Begin the live learning stream	
17. During the stream, allow extra time for students to process information	
18. If necessary, use the "Mute all" / "remove participant" buttons	
19. After the live stream, take some time to reflect WWW & EBI	
20. Share your experience by talking to your department or a colleague	

Appendix D: Live Learning: Reflection sheet for teachers

This sheet is not compulsory but MAY be used to professionally reflect on a Live Lesson

DATE:	SUBJECT:	YEAR/CLASS:
What Worked Well?		
Even Better If?		
Completed by:		
Remember to feedback to your colleagues in your curriculum area		