



**Easington  
Academy**

# Remote Learning Policy

Review date: September 2024

Date of next review: September 2026



North East  
Learning Trust

## Review history

Review Date	Reviewer	Approved by	Date approved	Implementation
September 2022	E Davis	Head of School	July 2022	September 2022
September 2023	Y Thorez	Head of School	September 2023	September 2023
September 2024		Head of School	September 2024	September 2024
September 2026		Head of School		

## Recent revisions

Issue No.	Date	Revisions made
1	January 2021	New policy
2	September 2022	<ul style="list-style-type: none"> <li>Deleted 1 – 2 hours for timetabled lessons</li> <li>Amended ‘key pieces of assessed work’ to ‘assessed tasks’.</li> <li>Updated staff names.</li> </ul>
3	September 2023	Amended staff names.

## 1. Overview

- In the event of a full school closure that means students have to be taught remotely (whilst this list is not exhaustive, this could include severe weather conditions, pandemic, power failure), the school is committed to providing continuity of education.
- Remote learning also offers opportunities to access staff expertise from across our Trust to deliver specialist sessions to complement the main curriculum, for example interventions and revision sessions, and we will develop these further in the next academic year.

## 2. Key principles

- All remote education will be provided via the Microsoft Teams platform.
- Remote education, where required, will be of high quality and aligned as closely as possible with in-school provision and curriculum content.
- Pupils will access and be taught our intended curriculum. This is well-planned and well-sequenced so that knowledge and skills are built incrementally, and pupils have opportunities to retrieve and recall previously taught content.
- Pupils will have 5 hours of meaningful and ambitious lessons each day and will follow their in-school timetable.
- Microsoft Teams will be used consistently across the school with all year groups to deliver live lessons, set assignments, allow interaction between teachers and students, and provide opportunities for assessment and feedback. Staff, students, and parents will continue to receive training in the use of Teams.
- Teachers will use questions and other suitable tasks to help gauge how well pupils are progressing through the curriculum. This information will be used to adjust the pace or difficulty of what is being taught, or to revisit explanations to ensure students' understanding.
- Regular feedback will be provided to students, in line with school policy. This will include both whole class and individual feedback.

## 3. Online lessons

Live teaching (online lessons) will be the main source for delivering learning; this provides pupils with curriculum continuity and the opportunity to be able to ask questions and speak to their subject teachers. It is the aim to give all students access to a full timetable, where practicable.

Remote teaching will replicate effective classroom teaching as far as possible, including:

- providing frequent, clear explanations of new content
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing modelling, scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Breaking content and tasks into smaller chunks to aid concentration

We recognise that different approaches suit different types of content and different pupils. In some cases, other methods of delivery may be used such as recorded demonstrations for practical activities.

## 4. Engagement and Feedback

Registers will be taken each lesson on days where remote learning takes place.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers will use questioning and other suitable tools to help gauge how well pupils are learning and progressing through content in the curriculum. Every lesson begins with retrieval practice of previously learned information. This information will be used to adjust the pace or challenge (or intervene) of what is being taught, or to revisit explanations to ensure pupils' full understanding.
- Regular quizzes / recall activities will be set and checked via self-assessment, where pupils will be expected to check what they have completed and act upon any feedback from their class teacher.
- Regular and meaningful feedback will be provided to pupils, in line with school policy.
- During lessons, pupils will be asked questions and expected to respond to their teachers. Responses will be verbal, using the chat facility or via the 'hands up' function in Teams. Such characteristics of teaching are important so pupils feel engaged and valued and teachers can check on pupils' understanding and tackle misconceptions quickly.
- Peer interactions can provide motivation and improve learning outcomes (as well as building social skills): these will be enabled through chat groups in Teams where appropriate.

## 5. Other considerations

### 5.1 Students requiring additional support

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults

at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Class teachers will ensure remote learning is accessible for SEND learners by clearly identifying learning objectives, chunking the tasks set, providing scaffolded tasks, model answers and suggested time limits. This is done across all subjects and year groups.
- Where appropriate, support staff will make welfare calls to check the work is accessible and offer further support.
- Any concerns can be raised through the SENDCO.

## **5.2 Safeguarding checks:**

Use of Teams means that students are automatically 'registered' when they log in, so staff are able to monitor which students are attending online lessons.

In the event of extended school closure, we will implement appropriate safeguarding checks. These include:

- Regular phone calls home to check on the welfare of students under social care overseen by DSL
- Registration via lessons in Teams. Failure to attend will result in follow up phone calls by pastoral staff and the attendance team.

In all the above cases, failure to achieve contact with students will result in referral to other relevant agencies.

## **5.4 Online meetings and lessons**

Teaching staff and support staff will be required to attend online meetings (on Teams) during the working if the school is closed. Staff may also be asked to attend online meetings with parents or professionals from other agencies depending on their role.

Teaching staff will additionally be delivering lessons on Teams with students.

The following protocols should be observed by all staff attending online meetings:

- Dress code – staff should observe the school dress code. Smart casual attire is appropriate. Regulations relating to revealing / otherwise inappropriate clothing should be carefully observed.

- Background – staff should position themselves in front of a plain / neutral background and ensure there is nothing personal or inappropriate in the background. Alternative backgrounds can be chosen in Teams meetings. Background noise should be eliminated as far as possible; where this is not possible, staff should select the 'mute' function whilst they are not talking in the meeting.

## 6. Data protection

### 6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access the data, using a secure server in Trust's IT network.

When accessing personal data staff should use devices provided where possible. Staff may use personal devices (such as computers, tablets, and phones) to access school data and work remotely. Personal data (such as student/pupil information) should not be copied and/or stored on personal devices. For the benefit of clarity this refers to the use of personal devices to access data stored within the Trust secure network, such access is low risk as the data remains on the secure network (if data is transferred outside of the secure network it becomes uncontrolled and at risk).

### 6.2 Processing personal data

All personal data must be processed and stored in line with the Data Protection Act 2018 and the Trust's Data Protection policy.

Staff members may need to collect and/or share personal data such as names, email addresses, assessment outcomes, attendance data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

### 6.3 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 of time

- 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.

## 7. Roles and Responsibilities

### 7.1 Teachers

When providing remote learning, teachers must be available during their usual working hours, and deliver their usual timetabled lesson times. If they are unable to work for any reason, for example due to sickness, they should report using the normal absence procedure.

When providing remote learning, teachers are responsible for delivering lessons for each of their timetabled classes which should:

- Follow the agreed curriculum plan
- Be scheduled as a Teams 'meeting' within the relevant Teams channel for each class
- Include all necessary resources as document uploads to the Teams channel, or as links to external sources as relevant
- Include appropriate teacher input and explanation, through live teaching, with appropriate opportunities for students to practice new skills or demonstrate new knowledge
- Include SMART Connect and Consolidate tasks (retrieval practice) at the beginning and end of the lesson
- Include questioning episodes or other opportunities for students to participate in the lesson, for example using the 'Chat' or 'Hands Up' functions
- Last the length of the normal timetabled lesson

Lessons should be recorded for safeguarding purposes and so that they are available for students who are absent or need to catch up. Recordings are automatically saved in the Teams channel for that group.

Teachers will be asked to complete an attendance register at the start of each lesson.

Teachers expect students to submit evidence of their work at the end of each lesson.

Where it is not possible for the member of staff to deliver the lesson live, for example in the case of a planned leave of absence, pre-recorded video or carefully selected resources must be provided as an alternative.

Teachers are expected to provide feedback to students in line with school policy.

Teachers are expected to provide feedback to line managers and senior leaders in relation to student engagement, so that this can be monitored effectively, and any issues identified and followed up promptly. Whilst teachers are expected to respond to routine student queries about work during lesson time, they are not expected to respond to queries from students outside of working hours. Parental queries will be handled by senior staff.

## **7.2 Classroom based support staff**

When assisting with remote learning, classroom-based support staff (ALMs) must be available during their usual working hours. If they are unable to work for any reason during this time, for example due to sickness, they should report using the normal absence procedure.

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

- Supporting SEND students who would usually receive in-class support with their remote learning (for example, by attending live lessons on Teams and providing live support to the student)
- Supporting students who would usually receive 1:1 or small group intervention (for example, by providing live Teams intervention sessions or producing resources to support students in practicing their literacy / numeracy skills at home)
- Supporting families by making phone calls home or emailing parents to discuss progress and address any issues or concerns.

## **7.3 Non-classroom based support staff**

When supporting the school in a situation where some or all students are learning remotely, non-classroom-based support staff must be available during their usual working hours. If they are unable to work during this time, for example due to sickness, they should report using the normal absence procedure.

The responsibilities of non-classroom-based support staff will vary considerably depending on their role. They may be asked to:

- Support safeguarding procedures by making phone calls home to check on the welfare of students
- Support attendance procedures by updating registers and following up non-attendance to lessons
- Collect data to support in the monitoring of student engagement or return of work
- Prepare communications with parents e.g. letters, marketing materials

This list is not exhaustive. Support staff will be guided by their line managers.

## **7.4 Heads of Department**

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning
- Working with staff in their department (including holding regular department meetings) to ensure all work set is appropriate and consistent between classes
- Working with other Heads of Department and Senior Leaders to ensure that work set is appropriate and consistent across departments.
- Providing appropriate support to staff to support remote learning, for example signposting resources or delivering CPD
- Ensuring that work is set for classes in the event of a member of staff being unavailable through illness or other absence
- Ensuring that deadlines are met by staff in their department

## **7.5 Senior Leaders**

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school (Mrs Falconer, Mrs Davies and Mr McKeown)
- Monitoring engagement with remote learning and ensuring any issues are identified and addressed promptly (Mrs Davies)
- Ensuring that appropriate safeguarding procedures are followed (Mrs MacManus)
- Ensuring that the needs of SEND learners are met (Mrs H Whyman)
- Ensuring that students continue to receive their entitlement to PSHE (Mr Thorez and Miss Hawkins)
- Ensuring that students' positive efforts are recognised and rewarded (Miss Rutherford)

In addition, Senior Leaders are all responsible for monitoring the effectiveness of remote learning by holding regular meetings with their linked subject leaders.

## **7.6 IT Staff**

IT Staff are responsible for:

- Fixing issues with systems used to set and collect work (Teams, Office 365)
- Helping staff and students with any technical issues they are experiencing, via the Helpdesk for staff and [enquiries@easingtonacademy.co.uk](mailto:enquiries@easingtonacademy.co.uk) for students.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

## **7.7 Students and parents**

Staff can expect students learning remotely to:

Follow the student Code of Conduct for remote learning available on the school website.

Staff can expect parents with children who are learning remotely to support their child's education by:

- planning each day with their child so they establish a routine and have clear expectations about the importance of engaging in their subjects and learning
- ensuring they have a clear and quiet place to study and engage in their learning with no distractions, e.g. television / games console
- checking that they have the necessary materials, e.g. a pen and paper to make notes
- making sure children have the planned break / lunch time they would in school
- checking that students have completed the necessary work for that day (and whether they have homework to do also)
- supporting the school and keeping in contact so we can help if there are any issues/questions.

We also aim to keep in touch with parents via regular newsletters and updates via email, text message and social media.