



ACET Remote Learning Policy

DATE: September 2024

POLICY LEAD: Jonathan Lye

APPROVED BY: C&S Committee



Excellence



Equity



Empowerment



Esteem

DOCUMENT CONTROL		POLICY LEVEL Trust (Junior & Senior)	
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VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
V2	January 2023 – Principals for review March 2023 - LGBs	Policy due for review by LGB/Trust. No reported revisions have been made.	
V3	September 2024	<p>Removed the requirement for a live ‘remote learning plan’ for each academy but a requirement for one to be put into place rapidly in the event of a lockdown event linked to a pandemic. Example of remote learning plan added (appendix 5).</p> <p>Changing wording of headings and paragraphs and inclusion of additional paragraphs to include additional reasons for remote learning.</p> <p>Added sentence to include post 16 students who are joining lessons remotely at a different site.</p> <p>Changed ‘Google Meet’ to ‘Teams’ throughout.</p> <p>Minor changes to wording in the appendices to make them relevant to all academies.</p> <p>Re-wording the ‘supporting students with additional educational needs’ section following consultation with the trust lead on inclusion.</p>	

Introduction

This remote learning policy aims to:

- Ensure consistency in the approach to providing remote learning for pupils/students who are not in the academy or who are joining lessons remotely that are being delivered at a different academy site
- Set out expectations for all members of the academy community with regards to remote learning
- Provide appropriate guidelines for data protection and safeguarding

In the event of a full or partial academy closure, ACET is committed to providing continuity of education to its learners and will do so through a process of providing work from day one of closure, to remote provision as soon as possible.

In the event of an infectious disease outbreak where some or all learners are self-isolating at home but are not suffering with relevant symptoms, ACET is committed to providing continuity of education to its learners and will do so through a process of providing work from day one of isolation and remote education as soon as possible.

In the event of a school closure or partial closure due to another event (e.g. partial or full closure of the academy due to fire damage) ACET is committed to providing continuity of education to its learners as soon as reasonably possible.

In these circumstances each academy should rapidly produce a 'remote learning plan' (examples are available from 2020 in appendix 5) to quickly provide specific logistical information to inform all stakeholders of procedures for setting remote learning.

In other situations, remote learning may be implemented without requiring a full 'remote learning plan', and examples of these include:

- When learners, in agreement with the academy, have a period of absence and are able to work at home. This may apply in cases such as exclusion from school and longer-term illness (assuming learners are able and well enough to complete schoolwork at home).
- Short-term whole school or partial school closures (e.g. extreme weather events or high staff absence).
- Allowing students in post 16 to access lessons that are being delivered at a different ACET senior academy to the academy at which they are on roll.

There is no obligation for the academy to provide continuity of education to learners who absent themselves from the academy, with or without parental permission, in contravention to academy or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the academy, to absent their child/ren from the academy 'as a precaution' against official guidance, in the event of an outbreak of infectious disease.

Terms of Reference

All staff should be familiar with other documentation and policies related to this one including:

- Academy-specific Remote Learning Plan (produced rapidly in the event of year group or whole school closure)

- ACET GDPR Policy
- ACET Safeguarding Policy particularly sections: '*Children and online safety away from the academy*' & '*Supporting children not in the academy*'
- ACET E-safety and Data Protection Policy

Definitions of Remote Learning

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where the main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Pre-requisites for remote learning

The following assumptions are made following staff CPDL and pupil/student learning:

- a) Staff all have access to the following IT systems and can log-on and use them successfully:
 - a. Google Classroom
 - b. ACET Email
 - c. Other subject specific IT systems and programs such as GCSE POD/Tapestry
- b) Learners have access to the following IT programs and can log on and access them successfully:
 - a. Google Classroom for all of their respective subjects – all learners
 - b. Pupil/student G-Suite account/Student Email/Teams – all learners
 - c. Other subject specific IT systems and programs such as GCSE POD / Sparx Maths /Tapestry

Scenarios arising from an infectious disease outbreak or other whole / partial school closure event

There are two broad scenarios in relation to partial or whole school closure due to an infectious disease outbreak or other whole / partial school closure event:

- Scenario A - An individual pupil/student or group of learners whose absence has been agreed by the academy, for example a pupil/student or learners self-isolating. In this scenario teaching staff may be teaching other learners during their timetabled lesson with

pupil(s)/student(s) not in the academy. Remote learning will therefore be asynchronous i.e. the material is prepared by the teacher and accessed by the pupil at a point of their choosing.

- Scenario B- A group of learners of a whole class size or larger who have been asked to self-isolate or work from home due to another reason (e.g. part of the school building not being accessible or high staff absence). This includes a whole year group self-isolating or whole academy closure. Remote learning will be synchronous i.e. the teacher will be available during students' timetabled lessons.

Scenario A – asynchronous remote learning

Assuming an absence has been agreed with the academy and the learner in question is healthy enough to work from home, the academy will provide work for learners who are unable to attend in person.

Work should be set on Goggle Classroom as outlined in the Remote Learning Plan for the academy ensuring the following principles are met:

- Work set on Google Classroom should match as far as possible what is being taught in lessons and be of a similar standard and demand.
- Work totalling at least 3 hours of learning a day will be provided for EYFS/KS1 pupils; 4 hours per day for KS2 pupils and 5 hours per day for students in KS3/4/5.
- Work should be on Google Classroom by 9am on the day it is required.
- Work should be clearly labelled and organized to distinguish it from homework/Extended Learning Tasks
- Work should have a clear timescale (e.g. just one lesson or a series of lessons) with details of how the learners are expected to complete the work.
- Work should be accessible for learners who only have access to a smart phone or details of how to complete the work should be included.
- Paper copies of work set should be available for learners without internet access.

Scenario B- Synchronous Remote Learning

In Scenario B, where whole classes or year groups are learning from home, teachers will provide 'enhanced' remote learning when they are timetabled to teach learners working from home.

Enhanced remote learning could include the following:

- Full taught lessons on Teams, either video or audio live
- Voice over PowerPoint
- The teacher being available to answer questions during their scheduled lesson time. This could be during the lesson to reply to comments as the lesson progresses or being available for questions where an independent task has been set.

In Scenario B, all lessons should be synchronous, and guidance should be provided by the principal or vice principal on the most appropriate approach.

The following principles apply to all synchronous lessons (please see the Live Lesson Risk Assessment – Appendix 1):

- All learners and staff are to join Teams using their academy login. A user trying to access a live lesson outside of the organisation must not be permitted entry.
- All live lessons should be recorded on Teams so that if any issues were to arise, the video can be reviewed. Pupils/students must be informed that the session will be recorded.
- Staff who are not in school but are delivering or assisting with live lessons from home should be in appropriate areas, for example not in bedrooms and the background should be neutral or blurred.
- Staff and children must wear suitable clothing, as should anyone in the household.
- Language must be professional and appropriate, including any family members in the background.
- All learners will have to read and agree to the 'Remote Learning Responsible Use' document before engaging in any online live lessons with staff. This will be displayed and require an agreement when first accessing all sessions.
- All learners must have cameras turned off for the duration of the live lesson.
- Live lessons should be kept to a reasonable length of time.
- Learners must only use the chat feature to contribute to the lesson as directed by the teacher.
- All learners must leave the live lesson at the end of the lesson – the teacher must be the last person to leave.
- Failure of learners to adhere to the acceptable use protocol (Appendix 2) should be removed from the live lesson and contact should be made with parents/carers by the relevant teacher (junior) year team (secondary). Repeated failure to adhere to these points shall lead to a pupil/student being permanently banned from live lessons.
- Staff must only use platforms provided by the trust to communicate with pupils/students.

Assessment and Feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work 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 academy employ remote learning. For Scenario A, it is likely that there will be minimal remote feedback provided to learners who are likely to be returning after 10 or 14 days. For Scenario B, remote feedback will be provided. In both scenarios the academy specific Marking and Feedback Policy/Agreement will be followed as detailed in the Remote Learning Plan.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided whilst still following the strict protocols of their respective subject/ course (KS4 Vocational Qualifications for example).

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- Using the 'Comments' function on online documents or within the Google Classroom (on individual pieces of work).
- Using Google Classroom to mark 'assignments'.
- Sending a direct email to learners with specific feedback / targets (secondary students only).
- Feedback via another website / piece of software – such as GCSE Pod/Tapestry or verbal feedback using the 'read & write' Google Chrome extension.
- Use of 'Mote' to provide verbal feedback to individual pupils/students.

Expectations of Learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live lessons, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Secondary students will also be expected to read and respond to communication from the academy (e.g. an email from a subject/form tutor) on a regular basis.

Learners should ensure that in addition to completing set tasks promptly, they should complete any administrative tasks that allow staff to monitor their progress. If learners or parents / carers have any questions about the nature of specific tasks set, these should be directed towards the relevant class teacher in primary or subject area in secondary academies. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these communications should be directed to the learner's class teacher in junior academies and Head of Year / Learning Progress Manager or equivalent in secondary academies.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in the academy. Academy staff does not expect learners to have access to any specialist equipment that would usually be provided by the academy (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home.

Unless informed otherwise by parents/carers, academy staff will expect that learners who have internet access at home will be able to access remote learning resources and a suitable device to access it upon. Where staff are aware this is not the case and the academy is unable to provide a device, teachers will be asked to provide alternative paper based work which can be saved into a central file and posted home periodically.

Expectations of Teachers

If working from home, teachers should ensure they have effective internet and a phone connectivity. If this is not available for any reason, teachers need to raise this with Human Resources in order that a solution can be agreed.

In secondary academies, Departmental/Faculty areas will provide work in line with learners' timetables via Google Classroom. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow learners to progress through schemes of work at the same pace as if they were in the academy where possible. Naturally, remote learning will require learners and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure learners do not fall behind. The nature of tasks set should allow learners to learn independently, without the specific support of an adult at home. We do recognise though that for younger children, particularly those in EYFS and KS1, parents/carers will need to provide more support as children of this age are not able to work independently for lengthy periods of time. It is also recognised that parents/carers of pupils with special educational needs may also be required to provide additional support to their child.

Tasks may be set for an individual class, group of classes or for a whole cohort depending on the task under the guidance of the principal in junior academies or Head of Department / Faculty in secondary academies. The exact nature of this is detailed in the Remote Learning Plan of each academy.

The type of task set will vary between year groups and between subjects, but examples of appropriate tasks might include:

- Joining in with phonics activities and saying aloud the sounds presented on flashcards.
- Reading a phonics book online (as directed by the class teacher).
- Google Form documents to submit answers to questions.
- Reading and noting new material from a common subject area textbook or electronic resource.
- Working through subject-specific presentations or worksheets provided by the subject area.
- Watching a relevant video resource and making notes about it.
- Completing a listening exercise (e.g. in MFL/ languages).
- Written responses to prompt questions, essay plans etc.
- Completion of SATs-style/exam questions or past papers, particularly for those in examination years.
- Working through relevant lessons or exercises offered by external providers (e.g. Oak National Academy, SenecaLearning, SparxMaths, GCSEpod etc).

In order that we are providing a consistent approach, principals, Heads of Department/Faculty are responsible for overseeing the nature and frequency of tasks set and assessed within their academy/ subject areas. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen.

Supporting students with additional educational needs

Teachers should ensure that work is pitched appropriately for all learners, including those with special educational needs, medical needs and English as an additional language, when setting online tasks. Information is available through Grids for Learning, Individual Health Care Plans and pupil/student profiles: advice can also be sought from the SENDCo and Inclusion Team if needed. In addition, the SENDCo and other support staff may maintain contact with a small number of specifically identified pupils/students on their lists requiring regular support, by email or phone with parents/learners and feedback to teachers using email if required.

For a minority of students with complex additional needs the academy may be directed by health care professionals and educational specialists to provide remote learning. This will be agreed through the local authority's EHCAT team, CAMHS team, and/or Hospital Home Tuition Team and facilitated where possible.

Teacher Absence

In the event that a teacher is unwell during a period of remote learning, it becomes the responsibility of the Head of Department/Faculty or TLR to ensure work is set for her/his classes. In the junior academies, this will be indicated on the academy-specific Remote Learning Plan.

Communication with Learners/Parents/Carers

Where possible teachers should continue to contact pupils/students in the usual way as agreed by their academy. Examples are if work has not been accessed or for praise to support learning. Beyond this teachers will not be required to contact parents/carers for other learning based issues within their curriculum area unless deemed appropriate by the principal/ SLT and largely depending on the duration of absence.

If parents/carers ask for additional work beyond that set as part of the requirements above they should be directed towards BBC Bitesize and The Oak National Academy.

In order to ensure teachers are able to perform the minimum expectations outlined above; the academy will provide a range of training opportunities that teachers should access before any planned school closure. This may include face to face CPD or online links. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended CPD sessions. If teachers require support with any aspects of remote learning, they are encouraged to contact the Remote Learning Champion/Lead at their academy.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues and learners. Teachers also should ensure their communication with learners does not encourage unhelpful work habits.

All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 5.30pm. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official academy channels and not through personal accounts or other websites. Permitted methods are:

- Academy email
- G-Suite
- Feedback on GCSE Pod/Tapestry

Pastoral Care during Academy Closure

In event of an academy closure or a year group being sent home, the primary responsibility for the pastoral care of a learner rests with their parents/carers. Each academy should have procedures in place to ensure the statutory PSHCE curriculum is followed for example through timetabled lessons, theme days, form time (secondary) and/or a weekly assembly. Each academy should have provided learners with contact details of who to contact if pastoral support is needed, for example a teacher, tutor or Head of Year. Details of procedures for individual academies can be found in the Remote Learning Plan for each academy.

Safeguarding

In the event of an academy closure, pupils/students, parents/carers and teachers are reminded that the trust Safeguarding Policy still applies to all interactions between pupils/students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or in the academy. Specific vulnerable pupils including those with an ongoing safeguarding concern will have regular 'safe and well' checks made on them by the extended Welfare Team/Inclusion Team. The frequency of these checks will be determined by the DSL. Safeguarding of all pupils remains the academy's key priority.

In order to ensure the safeguarding of all pupils, parents/carers will have to agree to the Remote Learning User Agreements which will be shared with relevant pupils/students and parents/carers following a partial/ whole academy closure.

All live lessons will be recorded and saved on Teams to ensure that learners can access it in the future but mainly to ensure that teachers are protected from potential malpractice allegations.

Common guidance for all remote learning

As well as partial or full school closure, remote learning may also be used for one-to-one teaching or for small groups of pupils / students (e.g. long-term illness, students studying a post 16 subject at an alternative venue). The guidance above in relation to live lessons applies to these circumstances.

Data Protection/GDPR

When accessing personal data for remote learning purposes, all staff members will:

- Only use software permitted by ACET such as G-Suite and Teams.
- Only use their academy devices to store personal data and access software for remote learning.

Staff members may need to collect and/or share personal data such as email addresses or pupils/students' grades 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. The lawful basis under which we process this information is detailed in our **Privacy Notice – Student/Pupil Data** which can be found on our website www.astoncetrust.org

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

All staff members will take appropriate steps to ensure their devices remain secure and refer to the 'Acceptable Use Policy' that was signed upon receipt. 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.

Appendices

The following appendices provide templates to be used and adapted for individual academies.

1. Live Lesson Risk Assessment – September 2024
2. Example Remote Learning Parental Agreement
3. Example Remote Learning Responsible User Agreement for Pupils/Students
4. Example Safeguarding guidelines for staff providing remote learning
5. Example of academy specific remote learning plan

Please also refer to individual academy Remote Learning Plans which can be found on academy websites under 'Remote Learning'.

Appendix 1

Teams Live Lesson Risk Assessment

Premises: ACET Academies

Date: 17th September 2024

Activity: Remote Learning – Live Lessons

Review Date: Daily monitoring by Principals/ ACET SLT/IT

Risk – What could go wrong?	Mitigating Action	Comments/Guidance
Safeguarding		
Staff use unsecure platforms for live lessons	<ul style="list-style-type: none">• All ACET academies to use the Teams platform for live lessons.• Staff and pupils use only their account linked to the academy. Personal accounts are not to be used for live lessons.	

<p>Uninvited people attend Google Classroom sessions.</p>	<ul style="list-style-type: none"> • Meeting links are reset for each live lesson and posted on the relevant Google Classroom stream / Teams are ensuring only members of the classroom receive the link and are admitted. • Pupils/ students/parents/carers informed not to share lesson links/codes with anyone outside of the Google Classroom through the Responsible User Agreement. • Teachers will join the meeting before the start to ensure they are the host and therefore in control of who is admitted to the live session. Teachers will ensure they are the last person to leave the meeting so that pupils are not able to meet remotely without supervision. 	<p>For guidance regarding enabling host controls: https://drive.google.com/file/d/1B-cB6zCsrEqpxGSO535JvAdgBOvT4Ceb/view?usp=sharing</p>
<p>Professional standards are maintained</p>	<ul style="list-style-type: none"> • All pupils and staff must be dressed appropriately (fully clothed) to take part in live lessons. <p>Computers should be used in appropriate areas, e.g. not in bedrooms and where possible against a neutral background. Where this is not possible a 'blurred' background must be used on the Teams settings.</p>	<p>https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf</p>

<p>Pupils/staff are exposed to inappropriate images.</p>	<ul style="list-style-type: none"> • Pupils' / students' cameras are turned off for the duration of live lessons. Only the teacher delivering the remote lesson will have their camera turned on, however, it is not a requirement for teachers to have their camera on. • Should there be an inappropriate image /incident occur during any live session, the lesson will be ended and the lesson video will not be shared in the Google Classroom but will be sent immediately to the Principal. • Pupils and staff are reminded how to report concerns if they see something inappropriate or upsetting. • Pupils do not have permission rights to assign an image to their Teams profile. 	<p>https://www.childnet.com/teachers-and-professionals/hot-topics/livestreaming https://www.childnet.com/teachers-and-professionals/hot-topics/livestreaming</p>
<p>Pupils/staff are exposed to inappropriate language.</p>	<ul style="list-style-type: none"> • Pupils' / students' microphones should be muted until invited to contribute by the teacher. • Language must be professional and appropriate, including any family members in the background. • Where a lesson experiences inappropriate use of language, the teacher will follow the academy Behaviour & Rewards Policy. If inappropriate language continues, the pupil must be dismissed from the lesson. The lesson recording must not be placed on the classroom stream; instead, it must be sent immediately to the Principal. • Pupils / students are reminded how to report concerns if they hear something inappropriate or upsetting. <p>Staff to follow the Safeguarding Policy should they have concerns about anything disclosed/heard during a lesson.</p>	<p>Academy Behaviour Policy to be followed where pupils are non-compliant with staff instruction.</p> <p>Principal to take appropriate action which may include excluding the pupil from the Google Classroom live lessons.</p>

Images of staff are screenshot or filmed	<ul style="list-style-type: none"> • Responsible User Agreement makes clear for all the expectations relating to no photos or filming of live lessons other than by the teacher. • All parties have the choice to turn their camera off if they prefer. • Principals communicate expectations with parents/carers regarding teachers exercising the right to choose whether they have their camera on or off. 	Within an academy, the delivery of live lessons may vary from class to class depending on teacher preferences and assessment of risk.
Inappropriate Behaviour		
Pupil behaviour is inappropriate	<ul style="list-style-type: none"> • Behaviour expectations shared with pupils and parents/carers by class teacher. • Teachers to set up host controls each lesson and ensure they open the meeting prior to the lesson starting. • Support teacher/member of staff to remove pupil from the class should disruptive or inappropriate behaviour continue. 	
Inappropriate behaviour of parent/carers or siblings	<ul style="list-style-type: none"> • Clear guidance shared with parents/carers through Responsible User Agreement. • Teacher joins the meeting first to ensure they have 'host' controls through Teams. Supporting member of staff to remove pupils/parents/cares from the classroom if necessary. 	

<p>Children are able to access the meeting before/after the teacher has left.</p>	<ul style="list-style-type: none"> • Teachers to set up host controls each lesson and ensure they open the meeting 30 mins prior to the lesson starting. • Pupils admitted to the meeting can be identified as class members. 	<p>Principals to publish 'expectations' to communicate with staff procedures to follow for the setting up of live lessons.</p>
<p>Health, Safety & Equality</p>		
<p>Pupils access too much on-screen learning</p>	<ul style="list-style-type: none"> • Live sessions are kept to a reasonable length, appropriate to the age of year group being taught. • Pupils are offered a variety of lesson delivery including live, pre-recorded and off-screen activities. • Principals/Leadership Team monitor adherence to the Remote Learning Policy through drop-ins. • Teachers produce a weekly timetable identifying times for live lessons – this is shared with the Principal by 9am on the Monday of each week. • Principals to monitor variety of learning activities set through Google Classroom and share best practice. 	<p>Promoted through mental health awareness/ PSHE curriculum.</p>
<p>Pupils / students are more exposed to online risks</p>	<ul style="list-style-type: none"> • Pupils / students have spent more time on technology during lockdown. This may have been unmoderated and unfiltered, increasing likelihood of ▫ Exposure to threats and harms ▫ Wellbeing related issues. Without access, some children may be disadvantaged or isolated from their groups and peers 	<p>https://swgfl.org.uk/coronavirus/ Families without access to suitable devices have been loaned laptops to access remote learning.</p>
<p>Staff are not confident in use of remote learning technology</p>	<ul style="list-style-type: none"> • Teams Champion assigned in each academy who attends weekly trust-wide meetings in order 	

	<p>to disseminate training and best practice in each academy.</p> <ul style="list-style-type: none"> • Opportunity to join Google Classrooms / Teams in other ACET academies to observe/ identify best practice. 	Weekly ACET triad support meetings
Data Protection		
Data held without parent/carer consent	<ul style="list-style-type: none"> • Access and retention procedures are outlined in the GDPR Policy addendum. • Recordings are stored for 6-9 months – medium retention. • Parents/carers are informed of live lessons being recorded at the start of each lesson. • Written records of any safeguarding disclosures are kept securely. 	
Vulnerable pupils attending the academy are identified on camera	<ul style="list-style-type: none"> • Only the teacher delivering the remote lesson will have a camera on. 	

Appendix 2

Remote Learning: Parental Agreement

Having read the “Remote Learning: Responsible User Agreement for Pupils” with your child, please read this document carefully.

During academy closure remote learning resources to support pupils/students with learning are available.

- Google Classroom- the majority of remote learning resources provided by the academy are located here
- Additional remote learning resources can be accessed on the BBC and Oak National Academy websites

Parental consent is needed to enable pupils/students to take part in any online home learning sessions where there is live interaction with a teacher or other pupils/students.

To facilitate remote learning using online which includes interactive lessons, parents are asked to:

1. encourage, support and monitor your child's work.
2. find them an appropriate place to work with minimal distractions.
3. if the interactive lesson is being delivered via Teams ensure your child has their microphone and camera turned off at all times
4. ensure that use of the ‘chat’ or ‘comments’ feature is only as directed by the teacher
5. ensure pupils/students know not to record any sessions or share any comment about lessons, teachers or remote learning on public forums
6. not to participate in the lesson.

Appendix 3 Responsible User Agreement for Pupils/Students

I take responsibility for my use of technology when I use remote learning. This means:

- a) I am responsible for all my actions and behaviour online
- b) I will discuss how I will be using technology for online learning with my parents / carers and let them know when I will be online for this
- c) I will not reveal my password(s) to anyone
- d) I will not share links to online meetings, meeting codes or other electronic resources provided by the school with anyone outside of _____ Academy
- e) I will use technology and school resources as directed by my teachers
- f) I will not deliberately browse, download, upload or forward any material that could be considered offensive or illegal. If I accidentally come across any such material I will report it to my teacher and a parent/carer
- g) As far as possible, I will be online punctually for home learning sessions. I will take part and complete work to the best of my ability
- h) I will take part in remote learning sessions in a suitable environment
- i) If the interactive lesson is being delivered via Teams I will keep my camera turned off for the duration of the lesson
- j) I will give feedback to my teachers on my experiences, make any relevant suggestions and report technical problems to my teacher @ _____
- k) I will follow the existing rules for behaviour in class, so I will make sure that all communications with teachers and fellow pupils are sensible and considerate and I will use appropriate language. This also means that I will not be using any phone or other smart device for other purposes during sessions, such as using social media or listening to music.
- l) I will not record, take photos or video my teachers during lessons delivered by Teams.
- m) If the interactive lesson is being delivered by Teams I will sign out of the lesson promptly at the end or when requested to do so by my teacher
- n) I will not share any transcripts or recordings of lessons made by my teachers with anyone outside _____ Academy, except parents/carers.
- o) I understand that when using online learning resources my use can be monitored and logged by the school and can be made available to my teachers.

I understand that these rules are designed to keep me safe and help me learn as well as I can. I also understand and accept that if they are not followed, the academy may inform my parents/carers and apply serious sanctions and I will be removed from the live lesson.

Appendix 4

Safeguarding guidelines and considerations whilst using online platforms for remote learning using Teams

Safeguarding remains the key priority of all staff. These guidelines are designed to safeguard the pupils and yourself. It is essential that you follow these guidelines.

- a) Only_____ Academy pupils/students should be invited into live lessons on Teams.
- b) Only use Teams which has been approved by school for face to face online lessons and only access this using your school email account to log in
- c) If delivering from home you should be in appropriate areas, for example, not in bedrooms; and the background should be neutral or blurred. Staff and children must wear suitable clothing, as should anyone else in the household.
- d) You should have read and be familiar with the school's policies on safeguarding (including the new appendix to the policy covering safeguarding during school closure due to COVID-19)
- e) If a parent/carer, student or member of staff raises a concern about the lesson the school will follow the managing allegations against staff policy, including where appropriate, referral to the LADO.
- f) Pupils/students should attend your live lesson with their microphone and camera turned off. Student may turn on their microphone only if directed by the teacher in order to answer a specific questions. If there are any issues the student should be removed from the live lesson and reported immediately to the year team
- g) If you have any worries about the pupils/students, their emotional health, safety and wellbeing following a live lesson report these through the usual safeguarding procedure
- h) The only screen which should be shared is the teacher's.
- i) Wait for all pupils to leave the meeting before closing it. If any pupils remain then remove them before closing the meeting.
- j) For the purposes of safeguarding, all sessions should be recorded and saved.
- k) Staff must only use platforms provided by the trust to communicate with pupils/pupil.

Appendix 5 – Example of remote learning plan for individual academy

(Add Academy) Remote Learning Plan (Add date)

(to be used alongside the Remote Learning Policy 2024)

PURPOSE – To ensure that when accessing work remotely, all students can continue to learn and make progress.

AIM – All subjects will follow the (Add academy) curriculum for that subject/class supported by meaningful, ambitious work and meaningful teacher input when appropriate.

Scenario A

An individual student or group of students whose absence has been agreed by school, for example a student or students self-isolating. In this scenario teaching staff will be teaching other students during their timetabled lesson with student(s) not in school. Students will usually self-isolate for between 10 and 14 days.

Action	Responsibility	Outcome / Impact	Monitoring
<p>Contact with home Contact made with student’s parents / carers by email on 1st day of absence with study from home guide (see example below). Check that students can access Google Classroom (see below). Record of who cannot access remote learning updated centrally by LPM and accessible to all staff.</p>	<p>Admin team / study from home guide</p>	<p>Parents / carers / students know that all work is on google classroom for each subject. Parents/carers/students know what to do if they cannot access work.</p>	<p>Attendance team keep up to date spreadsheet of students self-isolating. Parent/carers concerns followed up promptly. Student and parent/carer voice.</p>
<p>Student access to remote learning If a student cannot access Google Classroom check the reason for this. If they have no access to internet or devices at home teachers need to be contacted to provide paper based work. If it is a technical issue refer to work from home guide or direct to ITsupport@astonacademy.org</p>	<p>TLR to send work admin team and inform LPM</p>	<p>Students who do not have internet access or a device to work from continue to receive work from home.</p>	<p>Student voice. Follow up communication with home by school (LPM)</p>

<p>Record of who is self-isolating Updated list of students self-isolating kept on central spreadsheet and shared with DC, AVPs and LPMs daily.</p>	<p>Attendance team.</p>	<p>DC, AVPs and LPMs know who is self-isolating. Decisions made about use of live lessons if large groups are off or move to enhanced work setting on google classroom.</p>	<p>Check that daily information is shared with DC / AVPs / LPMs. Check that this is up to date.</p>
<p>Work set for students at home Work is set on Google Classrooms each week for all subject in line with the number of lessons and lesson content taught in school in line with home learning work expectations.</p>	<p>HoF overall. TLRs / class teacher set work as directed by HoF.</p>	<p>Students working from home cover the same content as being taught in school to ensure students are at the same place in their learning as their peers when returning to school.</p>	<p>HoF / TLRs QA work being set on Google Classroom. This can be done using TRL login giving access to every Classroom in a faculty. LT link to do random check of work on Google Classroom once a week.</p>
<p>Assessment and feedback Work should be set on Google Classroom that includes an element of assessment either through self-assessment or auto-marked quizzes (see appendix 2). If a milestone task is being done in lesson this should be assigned on Google Classroom lesson for students to attempt at home and should be turned in for staff to provide feedback. If a progress assessment is being completed in lesson students should be given this to do in exam conditions when they return to school.</p>	<p>TLR / class teacher setting work.</p>	<p>Students are being assessed in line with students who are in school. Students are receiving feedback to milestone tasks in line with those students in school. Students will sit progress assessments when they return to school.</p>	<p>Monitored by HoF and TLRs through MER and Google Classroom QA checks.</p>
<p>Training Training videos for staff, students and parents/carers produced. Tutor sessions for all year groups. Crib sheets for expectations of home learning and work setting produced. Additional training sessions run on Teams. Google Classroom lessons for Y7 and Y8 during computer science lessons.</p> <p>Year group online Q and A sessions on google classroom. After year group Q and A training for: HoFs, then TLRs, then staff.</p>	<p>Nominated remote learning lead on LT.</p> <p>Nominated remote learning lead on LT.</p>	<p>Staff, students and parents are aware and confident to use google classroom</p> <p>Every opportunity has been given to parents / students and staff to become familiar with google classroom. Chance to find out any issues we may not be aware of and resolve</p>	<p>Nominated remote learning lead on LT.</p> <p>Nominated remote learning lead on LT.</p>

<p>Live lessons In circumstances where many students are off from a year group especially in KS4 some live lessons may be delivered in some core subjects on Teams. This is at the discretion of the principal.</p>	Principal.	Provide students with interactive lessons streamed to their device.	Principal.
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Scenario B

A group of students of a whole class size or larger that have been asked to self-isolate. This includes a whole year group self-isolating or whole school closure. If safe to do so any student who have parents who are key workers, or are themselves subject to an EHCP or have a Social Worker, or whom are classed as vulnerable by the school may still attend under a special arrangement. In this scenario teaching staff will not be teaching students during timetabled lessons with the group who are not in school.

Action	Responsibility	Outcome / Impact	Monitoring
<p>Contact with home Contact made with whole cohort by email on 1st day of absence with study from home guide (see appendix 1). Check that students can access Google Classroom (see below). Record of who cannot access remote learning updated centrally by LPM and accessible to all staff.</p>	Admin team / study from home guide	Parents / carers / students know that all work is on google classroom for each subject. Parents/carers/students know what to do if they cannot access work.	Attendance keep up to date spreadsheet of students self-isolating. Parent/carers concerns followed up promptly. Student and parent/carer voice.
<p>Student access to remote learning If a student cannot access Google Classroom check the reason for this. If they have no access to internet or devices at home teachers need to be contacted to provide paper based work. If it is a technical issue refer to work from home guide or direct to ITsupport@astonacademy.org</p>	TLR to send work admin 1 team and inform LPM	Students who do not have internet access or a device to work from continue to receive work from home.	Student voice. Follow up communication with home by school (LPM)

<p>Record of who is self-isolating Updated list of students self-isolating kept on central spreadsheet and shared with DC, AVPs and LPMs daily.</p>	<p>Attendance team.</p>	<p>Principals, AVPs and LPMs know who is self-isolating. Decisions made about use of live lessons if large groups are off or move to enhanced work setting on google classroom.</p>	<p>Check that daily information is shared with principal / AVPs / LPMs. Check that this is up to date.</p>
<p>Work set for students at home Work is set on Google Classrooms each day that matches the students' timetable in line with home learning work expectations (see appendix 2) and cover work appropriate for longer periods of working independently. Lessons follow what would have been taught in school and live lessons can take the form of:</p> <ul style="list-style-type: none"> • Full live lessons. • Talked through lesson content • Voice over PowerPoint • The teacher is available for queries and support during the usual timetabled lesson should their entire class be remote learning. 	<p>HoF overall. TLRs / class teacher set work as directed by HoF.</p>	<p>Students working from home cover the same content as would have been taught in school</p>	<p>HoF / TLRs QA work being set on Google Classroom. This can be done using TRL login giving access to every Classroom in a faculty. LT link to do random check of work on Google Classroom once a week.</p>
<p>Assessment and feedback Work should be set on Google Classroom that includes an element of assessment either through self-assessment or auto-marked quizzes. If a progress check is being done in lesson this should be assigned on Google Classroom lesson for students to attempt at home and should be turned in for staff to provide feedback. If a standardised summative assessment is being completed in lesson students should be given this to do in exam conditions when they return to school.</p>	<p>TLR / class teacher setting work.</p>	<p>Students are being assessed in line with students who are in school. Students are receiving feedback to milestone tasks in line with those students in school. Students will sit progress assessments when they return to school.</p>	<p>Monitored by HoF and TLRs through MER and Google Classroom QA checks.</p>
<p>Training Training videos for staff, students and parents/carers produced. Tutor sessions for all year groups. Crib sheets for expectations of home learning and work setting produced. Additional training sessions run on Teams.</p>	<p>Nominated remote learning lead on LT.</p>	<p>Staff, students and parents are aware and confident to use google classroom.</p>	<p>Nominated remote learning lead on LT.</p>

<p>Google Classroom lessons for Y7 and Y8 during computer science lessons.</p> <p>Year group online Q and A sessions on google classroom</p> <p>After year group Q and A training for: HoFs, then TLR, then staff</p> <p>Weekly drop in sessions for teachers remote teaching to share ideas and advice and to deal with any issues that arise.</p>	<p>Nominated remote learning lead on LT.</p>	<p>Every opportunity has been given to parents / students and staff to become familiar with google classroom. Chance to find out any issues we may not be aware of and resolved</p> <p>Staff are supported in delivering remote learning to ensure effective coverage of the curriculum.</p>	<p>Nominated remote learning lead on LT.</p>
<p>Pastoral</p> <p>Weekly Teams assembly delivered to year groups by AVP.</p> <p>Celebration of relevant weeks (anti-bullying week etc).</p> <p>Continue weekly theme of pastoral resources linked to PD curriculum.</p>	<p>AVP</p> <p>PSHCE lead</p>	<p>Students' social and emotional learning needs are met.</p> <p>Continuation of school community and learning support.</p>	<p>AVP to monitor through student voice.</p> <p>LPM to do safe and well checks.</p>

Swinton Academy Remote Learning Guide



What to do during your first two days of remote learning OR if you are not attending the academy because you are waiting for a Covid-19 test result

- Check your planner for any homework that you have already been set by your subject teachers and ensure that this is completed.
- Complete the maths and English tasks which have been emailed with this remote learning guide to your parent/carer.
- If you are in Year 10 or 11, log into GCSE Pod.



Google Classroom



Google Drive

Accessing Google Classroom and Google Drive

- If you are self-isolating following a positive test result or the academy has received notice to close either partially or fully, from your third day of remote learning from home, your subject teachers will set work for you on Google Classroom. You should log on every day and follow your daily timetable.
- You can access Google Classroom by clicking on 'GSuite' in the top right hand corner of the Swinton Academy website homepage. You can also download the free Google Classroom and Google Drive apps on your smartphone.
- Remember to use the @acetswinton.academy log-in, putting the first part of your usual academy username in front of this. The standard password is SACETg2019, but you may have already changed this to a password of your choice.
- Help is available here if you need more guidance:
<http://www.swintonacademy.org/index.php/g-suite-access-guidance>



Read and broaden your mind

Reading fiction or non-fiction books or magazines is a great way of broadening your mind, widening your vocabulary and escaping to a different place. Many books are available for free online. Just google 'free books online' and you will find a wide range of books, which you can download to your phone or tablet.



Exercise daily

Get out into the fresh air as often as you can. Sunlight is important for vitamin D production, which will help your immune system.

Aim to raise your heart rate for 30 minutes per day. Jogging, running or brisk walking are all great ways of doing this. If the weather is bad, exercise can be adapted for your own home and does not always require a large space or expensive equipment. Try the Joe Wicks YouTube Channel (The Body Coach TV) where you will find all of his 'PE with Joe' workout videos and much more. Remember to eat healthily and drink plenty of water.



Personal Development

You can access the current half term's PSHE activities in your year group's Google Drive folder. Look for the 'PSHE activities' folder and complete this week's tasks.



Communication

If you have any questions about the work you have been set or any worries you want to discuss, remember that you can contact your teachers by sending them a message on Google Classroom or an email using your academy email account. Follow Swinton Academy on Facebook and Twitter for regular updates from us.

Aim to stick to a daily routine. Follow your timetable.

Take regular screen breaks.

Keep in touch with your teachers. We are here for you!

Remote Learning Flow Diagram

Student awaiting test results

Students marked X on register by Louise Cawkwell – awaiting test results. Absent from school.

List of all students with X code forwarded to Rebecca each day.



Jayne Woffenden sends a 'Remote Learning - Immediate Response' pack. Students will only receive this once.

Includes details for academic support, mental health and wellbeing advice, pre prepared English and Maths student work packs.



Student return to school after approx. 2 days with negative test result or student begins 10 or 14 day isolation. See student isolating guidance.

Student isolating

Student begins a 10 or 14 day isolation period. List of all students isolating forwarded to Rebecca each day.



HOF and class teachers informed of any students isolating.



Class teacher will set work for each period that the student would be taught in that subject. Remote Learning Plan implemented and monitored by HOF



Student returns to school after isolation as per guidance.

Year group isolating

Year group isolating.



Work set for each period that the class would be taught in that subject. Remote learning plan implemented and monitored/directed by HOF



If teacher isolating from home – If able they are still responsible for setting work (see remote learning plan) and are available during that timetabled lesson.

