



Centre Academy East Anglia

Teaching and Learning / Remote Home School Learning Policy

Equality Statement

Centre Academy East Anglia (CAEA) is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Introduced by: SMT

Date: 1st September 2021

Review 01/09/22

Next Review: Continuous in response to significant new developments

Signed:

A handwritten signature in black ink, appearing to read 'D. Rollo'.

Date: 01/09/21

Principal and CEO

Dr Rollo

Signed:

A handwritten signature in black ink, appearing to read 'K. Salthouse'.

Date: 01/09/21

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Contents

1.Context, Scope and Aim of this Policy

2. Roles and Responsibilities

3. Who to Contact

4. Data Protection

5. Safeguarding

6. Monitoring Arrangements

7. Links with Other Policies

TEACHING AND LEARNING POLICY AMENDMENTS

Context

COVID-19 (coronavirus) has caused considerable distress, anxiety and concern for staff, students and their families. The spread of COVID-19 poses serious challenges to schools, colleges, childcare and social care providers.

During the early part of 2020 in England, a National Lockdown (from 20th March 2020) was imposed. The Government directive at that time stipulated that schools would only accommodate special cases and mandated the following:

- that parents/carers were to keep their children at home, whenever possible
- schools to remain open to accommodate children of workers critical to the COVID19 response (when no other option was available to them)
- schools also to remain open for vulnerable children.

The Government guidelines have since been reviewed continually and especially during the newest National Lockdown (Announced on 4th January 2021).

The increasing severity of COVID-19 has since had a significant impact on virtually all parts of the CAEA school community, with the result that many teachers, staff and pupils were unable to be physically present on the school premises. However, CAEA, recognising its obligation to ensure that its students continue to profit from their education, continued to meet this obligation through its Remote Home School Learning Programme, which originated with the first National Lockdown in March 2020. Accordingly, the CAEA Teaching and Learning Policy now includes the Remote Home School Learning Programme which can again be employed when needed.

The Policy Amendment that follows outlines CAEA's Remote Home School Learning Programme and explains the opportunities provided that help ensure that all our students continue to profit from a robust education at home.

Scope and Focus of Policy

CAEA will offer immediate remote education in response to the following:

- As part of CAEA's contingency plan for local coronavirus outbreaks
- When individual pupils or groups of pupils need to self-isolate, but the rest of the school is still open; or
- When local or national restrictions mean most pupils need to stay at home
- When the school experiences a lack of teaching staff who can come onto site because of, but not limited to, being CEV, vulnerable as a carer or adjusting to their own childcare needs.
- Need to ensure consistency in the approach to remote learning for pupils not in school
- Need to specify expectations for all members of the CAEA community regarding Home School learning
- Provide appropriate guidelines for data protection

This Policy Amendment is used in conjunction with other school policies, specifically:

- Teaching and Learning Policy
- Safeguarding Policy and Addendum
- Data Protection

This policy will be under continuous review and revision.

Roles and Responsibilities

Governance:

The Governance (including the Head of School and the Principal) is responsible for:

Monitoring the provision of remote learning to ensure education remains as high quality as possible

Ensuring that staff are certain that remote learning systems are secure for both data protection and safeguarding reasons

The Senior Management Team (SMT)

Considers whether any aspects of the subject curriculum need to change to accommodate remote learning

Works with subject teachers to ensure that work set is appropriate and consistent.

Coordinates remote learning across the school ensuring that all students have access to either electronic or paper copies of work

Identifies any students without access to a device for registration and working – school has supplied when necessary

Monitors the effectiveness of remote learning through weekly meetings with teachers and subject leaders

Encourages feedback from pupils and parents

Ensuring the well-being of students

Monitors the security of remote learning systems, including data protection and safeguarding

SENCO advises on strategies for individual students and facilitates communication between therapists and teachers

Regular communication with parents via letters, emails and phone calls

SMT Members

Mrs Kim Salthouse - Head of School

Dr Duncan Rollo-Principal and CEO

Mrs Sandie Whall - Teaching and Learning

Mr Vaughan Steward - Examinations Officer.

Mrs Lisa Gillbert- SENCo and–Safeguarding DSL

CAEA Approach to Remote Home School Learning

Teachers will provide frequent, clear explanations of revision tasks and new content, delivered through the use of emails, worksheets and website links using high-quality curriculum resources or videos. As advised by the DfE 's *Schools Guidance for all schools in England January 2021*, CAEA recognises that online video lessons do not necessarily need to be

recorded by teaching staff at the school; the use of Oak National Academy lessons, for example, can be provided in lieu of schooled video content.

CAEA will not use live video chat / platforms for teaching. We would note that the majority of these teaching systems are not recommended for students with (SEN) Special Educational Needs. During previous national lockdowns, which did affect schools, it became clear that many parents and students could not access 'remote learning' via platforms, due to the complexities of students being at home (for example; other children in the home, insufficient devices and increased anxiety from both children and parents). Therefore, supplying learning on paper and email formats ensured that all students can access learning with increased flexibility; this enables the curriculum to be more individually tailored, which is highly applicable for/to our students. (This approach was generally very successful when the school was closed previously, allowing parents and students to be flexible with their time with an inclusive approach for the whole school.) This home learning approach develops and increases close contact between staff, parents, and students.

Additionally, teachers will contact students via a daily registration zoom call, which will enable the staff to register a student as present or absent, where normal procedures will be adhered to.

Teachers Working from Home

Teachers must be available between 8.45-4.00pm weekdays in term time.

If a teacher is unable to work for any reason during this time (for example due to sickness, particular sensitivity to COVID or caring for a dependent), they should report via the normal absence procedure to the Office Manager and Secretary, Mrs Lara West, on admin@centreacademy.net or to a member of the SMT.

In response to the latest review carried out by the SMT (CAEA Remote learning Review Summer 2021) and in discussion with other stakeholders, teachers and tutors are expected to set up and attend the daily registration zoom call. These teachers are identified as host teachers and they will be responsible for sending out the invites to students on a weekly basis. Any students absent will be reported to the school office where normal absenteeism protocols will be adhered to. Parents will be informed in the parent's letter of the week before implementation of remote learning.

CAEA teaching staff should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education.

Subject teachers are to set and mark students' work (those they would normally be teaching) in addition to providing feedback to tutors concerning a student's work, effort and communications.

CAEA recognises that our teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress while they are not in school due to the national lockdown. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

CAEA will 'resume as closely as possible the student's specified provision' despite the challenges of staffing. We also note that meeting the specifics of a student's EHC Plan would be difficult without the face-to-face support required by our students. However, we recognise that while SEND students may find it challenging to access remote education without additional adult support; tutors and subject teachers are expected to work closely with families

to deliver an ambitious curriculum appropriate to their level of need. *(As outlined within DfES guidance: Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021 (page 49).*

Class Tutors

CAEA prioritises regular contact with pupils and their families and aims to keep those relationships strong. CAEA's home learning approach encourages close contact between staff, parents and students via email and phone calls. Tutors are encouraged to have meaningful conversations with every child and/or their family in their tutor group each week. **Tutors play a central role in distance learning.** Tutors are encouraged to talk to the families, and the pupils themselves if appropriate, about the set-up they have at home and what worked well or was challenging during previous lockdowns.

Tutors are asked to consider:

- How much and what kind of family support would be available at home. Would parents be helping with remote learning, or maybe siblings? Are parents working from home and therefore less available to help?
- The pupil's level of access to technology (if this is something they need to access your remote learning offer) and how confident they are using this technology
- What the home environment is like for learning. Do they have a dedicated space for working? Are there lots of distractions in the space they'd be learning in?

Tutors are requested to forward all assignments via email to the families of their tutor group each **Monday** morning. They should request that parents or students acknowledge that assignments have been received. **If no reply after one day, the tutor checks with parents via email or phone. Generally, parents do reply immediately but older students may not be so responsive.**

Tutors also organise a Tutor group meeting every **Thursday/Friday** via a Zoom call (or telephone call to student families) to check on student progress; these contacts should take place in the afternoon to ensure maximum group participation.

Tutor contacts reassure parents regarding expectations for the student—and the parent's role in supporting these—and identify any barriers/problems encountered by the student.

Tutors monitor student work and hours expended. The DfE recommends that Key Stage One students are provided with 3 hours a day across the curriculum (less for younger children); Key Stage Two students 4 hours a day; Key Stages 3, 4 and 5 up to five hours a day. (DfES Latest guidance: Restricting attendance during the national lockdown: schools' guidance for all schools in England January 2021 (page 46)

Tutors will monitor student workload (students on average will have 4-6 lessons a day), with the understanding that individual student's rate of independent work will vary and as such consideration to individual students will need to be made.

Tutors are asked to report any concerns to SMT.

Tutors are asked to support students and parents to help them overcome barriers to their learning. Digital access for pupils may be challenging as such CAEA can distribute school-owned laptops accompanied by a user agreement or contract to identified students who are considered in need. If a student is having trouble with subject specific work, students and parents are encouraged either to contact their tutor or the subject teacher for help via email.

Subject teachers are asked to email feedback either directly to the parent or through the tutor.

Tutor contacts with students by telephone should be arranged beforehand with parents/carers (by email or previous phone call) and **ideally made to a landline**. If that is not possible then a parent mobile rather than student mobile should be contacted.

Should personal phones have to be used Tutors/staff should ensure personal numbers are withheld. **Inputting the number 141 before dialling the number ensures that the number will be withheld**. This works for both landlines and mobile phones.

Subject Teachers' Responsibilities

Subject teachers are asked to look at each pupil's individual profile and consider what this means for remote learning in the context of their subject and the curriculum they're covering. It is highly recommended to talk to the SENCO about what's going to work best for the child, and the support available and the tutor who may have a better understanding about the set-up individual students have at home and what worked well or was challenging during previous lockdowns.

Subject teachers are expected to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- have a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum

- set meaningful and ambitious work
- to consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - o providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - o providing scaffolded practice and opportunities to apply new knowledge
 - o enabling pupils to receive timely and frequent feedback on how to progress, providing opportunities for questioning, eliciting and reflective discussion through feedback
 - o using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - o avoiding an over-reliance on long-term projects or internet research activities

Subject teachers email work to tutors each week with a **deadline no later than Friday at lunch time**.

All work from subject teachers **must include the teacher's school email address** for parents and students to return completed work.

Teachers are expected to plan for and **provide students with their normal amount of lessons as in school**.

Teachers are responsible for setting work for students they normally teach. They may also:

- Share website links
- Share documents which provide educational work/tasks
- Share examples of work sent in by other students in the class with pre-arranged parental agreement.

- Give appropriate praise to the class/groups/individuals, for example for work shared or for effort
- Award learning behaviour house points
- Send motivational messages and encouragement to the class/groups/individuals when this relates to educational tasks

When providing remote learning, teachers are responsible for co-ordinating with teaching colleagues to ensure consistency across the year/subject and to ensure pupils with limited access to devices can still complete the work.

Setting Work for Remote Learning

CAEA understands that pupils benefit from predictable routines to avoid anxiety, e.g. encourage families and pupils to stick to the provided school timetable as closely as possible when pupils are learning remotely.

Teachers are encouraged to keep work set simple and to streamline tasks. Teachers are advised to choose activities requiring little parental input so children can work independently. If pupils are getting distracted easily, encourage them to do short bursts (10-15 minutes) of learning. Teachers are advised to keep learning in short bursts or set mini targets.

If pupils are feeling overwhelmed, teachers should examine how much work they are setting and consider whether they need to adapt their approach or increase support.

Teachers are encouraged to remember that when pupils are learning at home, they may not be able to complete the same amount of work they could whilst in school.

Share tips with parents so that they can also support the student.

Tutors are asked to encourage students to access BBC i-player and access the support of BBC Bitesize website. BBC 2, on mainstream television, has provided educational programmes aimed at secondary students on weekday mornings previously, while CBBC have provided primary aged programmes.

Additionally, Oak National Academy Online Classroom resources has nearly 10,000 free video lessons, resources and activities, covering most subjects, from Reception to Year 11, the use of which is encouraged.

To aid students with accessing some tasks, Subject Teachers can pre-record audio files (audio only) such as reading a text aloud and then share this with parents and students. However, please approach parents and students on an individual basis to ask if this would be accessible for them.

A timetable programme has been agreed by the SMT specifying CAEA's expectations on subject coverage and time allocated to each subject on a weekly basis.

However, as our students are all individuals, we do consider that individual circumstance should be reflected in their learning or their programmes of study, in many cases including other activities. Physical activities, while not timetabled, are encouraged and celebrated by all teaching staff.

Key stage One: Example Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	English	English	English	English	English
20 minute breaktime: Movement and Refreshment Break					
Lesson 2	Maths	Maths	Maths	Maths	Maths
20 minute breaktime: Movement and Refreshment Break					
Lesson 3	Science	ICT	Humanities	Tutor/Art	PSHE

Key Stage Two: Example Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	English	English	English	English	English
20 minute breaktime: Movement and Refreshment Break					
Lesson 2	Maths	Maths	Maths	Maths	Maths
20 minute breaktime: Movement and Refreshment Break					
Lesson 3	Science	ICT	Humanities	Art	PSHE
Lunch: Movement and Refreshment Break					
Lesson 4	Nessy/ Independent activities eg: Cooking / Walking / Drawing Gardening	Humanities	Science	Tutor Zoom Independent activities eg: Cooking / Walking / Drawing Gardening	Nessy / Touch typing Practice with submitting work

GCSE: Example Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	English	English	English	English	English
10 minute breaktime: Movement /Refreshment Break					
Lesson 2	Maths	Maths	Maths	Maths	Maths
10 minute breaktime: Movement /Refreshment Break					
Lesson 3	Science	ICT	Geography / History	Media / Music	PSHE/Citizenship
Lunch Break: Movement /Refreshment Break					
Lesson 4	Media / Music	Geography / History	Science	Tutor Zoom	Religious Education
Lesson 5	Art/ Drama		Art / Drama		

American Diploma: Suggested Timetable.

Regular Movement breaks are suggested, especially if working on a computer for prolonged time spans.

Each Lesson would represent one and a half hours.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Environmental Science	Current Affairs	American History	American Literature	American Literature
20 minute breaktime: Movement and Refreshment Break					
Lesson 2	Maths	Economics	Additional reading and research	American History	Tutor Zoom
20 minute breaktime: Movement and Refreshment Break					
Lesson 3	Art/Music	ICT	Geography	American Literature	American History
Lunch: Movement and Refreshment Break					

Lesson 4	PSHE/ Citizenship	Additional reading and research	Great books	Additional reading and research	Additional reading and research
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Use of Websites

Teaching staff will share website links to direct parents/carers towards websites that contain age-appropriate materials. **Parents/carers must check any websites that are suggested before they allow their child to view the page.**

CAEA cannot take responsibility for any inappropriate material accessed via a suggested website.

We remind parents/carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Examples of pre-made resources for pupils with SEND who are learning remotely that CAEA may use include: Oak National Academy and BBC Bitesize Parents' Toolkit: SEND.

Remote Learning Feedback

Teachers should offer praise, correct limited mistakes, and ask a question to check understanding, e.g. "Can you tell me the place value of the number circled in green?"

CAEA requests that the parent community and older students email completed work or alternatively, email scanned images or photographs of work directly to subject teachers.

Teachers of Junior students may like to email 'Star of the Week' certificates to pupils for sending in their completed work.

CAEA does not expect teachers to reproduce in written form the verbal feedback that pupils would be given during typical classroom teaching.

The use of summative assessment will be discontinued.

Teachers' professional judgements should guide the approaches to assessment adopted in respect of remote learning.

Expectations

Teachers are expected to provide weekly plans via email to Mrs West each Monday morning; plans should cover topics and basic information on activities. Teachers are expected to keep a record of work set, date of completion and date of feedback—for example:

Student name	Work issued	Date of work issues	Date work completed and handed in	Date feedback given

Parents are expected to:

Make the school aware if their child is sick or otherwise cannot complete work.

Seek help from the school if they need it.

Be respectful when making any complaints or concerns known to staff.

Ensure an adult is present for all zoom meetings and that their child/young person adheres to the Acceptable Use Policy previously signed by all students.

Students are expected to:

Be contactable during the school day – although we do consider they may not always be in front of a device the entire time.

Complete work to the deadline set by teachers.

Seek help from teachers if they need it.

Alert teachers if they are not able to complete work.

Communications between School and Student Families.

Teaching staff will use emails to communicate with their class and their families. During this time, members of school staff will communicate directly with parents/carers using their individual school email address.

When parents have so requested, work will be given directly to students via emails.

During all communication, staff will, as always, be aware of their safeguarding responsibilities as set out in Keeping Children Safe in Education (2021).

Staff to be provided with all parent email addresses through accessing POD (our secure cloud services).

All parents to be provided with their Tutors' and Subject Teachers' school email addresses to enable communications between staff and students.

Teachers, Parents and Students are asked to access emails daily (weekdays and working hours only).

Teachers monitor their email inboxes and respond to the children in their class **within 24 hours** (during term time), and within working hours. Teachers are encouraged to **respond to most emails within 4 hours**. However, some teachers will be working onsite each day, which may mean that a message is not responded to until the next school day.

Who to contact?

If staff or parents have any questions or concerns, they should contact the following individuals:

--Setting or completing work – talk to the relevant subject lead or SENCO

--Student behaviour – talk to the Tutor and or SMT

IT talk to: Mrs West regarding email provider and POD;
Mr Pipe about any other issues.

Workload or wellbeing – talk to tutor or any member of the SMT.

Data protection – talk to the SMT/Mrs West

Concerns about safeguarding – talk to the DSL Mrs Gilbert
Lhenderson-smith@centreacademy.net

or Alternate DSL Mrs K Salthouse
admin@centreacademy.net

Data protection: Accessing Personal Data

When accessing personal data for remote learning purposes, all staff members will use CAEA secure cloud service (POD) and school adopted email server. **Staff should collect or share as little personal data as possible online.**

Staff members may need to collect and/or share personal data such as staff and students contact details as part of the remote learning system via POD. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

Remote Learning Considering GDPR

Staff to be very aware of the GDPR expectations re emailing. Group emails MUST use bb/cc to ensure no other person can see email addresses of group recipients

Device Safety

All staff members will take appropriate steps to ensure their school devices remain secure.

Staff should not use their own devices. Please ensure that:

--The devices are 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)

Encrypt the hard drive - 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

Make sure the device locks if left inactive for a period of time

Do not share the device among family or friends

Antivirus and anti-spyware software are current

Keep operating systems up to date – always install the latest updates

To remind students to be aware of CAEA E-Safety policy.

Remote Learning Safeguarding for Students and Staff

Please refer to CAEA's Child Protection and Safeguarding Policy.

Links with Other CAEA Policies

Behaviour policy and coronavirus addendum.

Child protection and Safeguarding policy and coronavirus addendum.

Data protection policy and privacy notices

E-Safety (Online Safeguarding Policy)

Centre Academy East Anglia Risk Assessment (September 2021)

Centre Academy Zoom, on-line, Risk Assessment

Acceptable Use Policy