Horizon Community College
Remote Education Policy

REMOTE EDUCATION POLICY

C O N T E N T S

Section 1   Introduction

Guiding Principles and commitment to remote education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020.

Where a class, group or a small number of students need to self-isolate, or local restrictions require students to remain at home, Horizon Community College is committed to offering immediate remote education in a way that safeguards students from harm in a digital world. To achieve this aim and to secure consistently high-quality remote education for all students, we will work with the Barnsley Schools Alliance in developing and implementing our remote education plans.

Remote education is much more than setting work. College leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep students busy. However, when combined with high-quality teacher input and accompanying resources, these approaches may be appropriate and effective.

We are committed to six underlying principles, as agreed by the Barnsley Schools Alliance, which underpin our remote education plans:

1. Safeguarding students from harm, online and offline, remains the key priority.

2. Students will continue to be taught a well-sequenced curriculum.

3. Teachers will continue to set work that scaffolds students' practice and helps them to apply their new knowledge and skills.

4. Students will continue to receive feedback that helps them to make progress.

5. No child should be disadvantaged by a lack of technology at home.

6. Remote education plans should not place unreasonable demands on parents/carers help or support, or the workload of teachers.

At Horizon Community College, the platform we have chosen to support remote teaching and learning is Microsoft Office 365. We are committed to providing the training, support and guidance required to ensure that school staff, parents/carers and students feel confident to use our system safely and effectively.

We will do our very best to support all students to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate.

Our approach has been carefully considered in relation to the student's age, stage of development or special educational needs. We are committed to working with parents/carers, especially those of younger children and students with SEND who may not be able to access remote education without adult support, to ensure all students continue to access a broad and ambitious curriculum.

Section 2   The Process

Delivering Remote Education

1. **We will ensure that students have meaningful and ambitious work each day in a number of different subjects. We will plan a programme that is of equivalent length to the core teaching students would receive in school, including daily contact with teachers wherever possible.**

   Our remote learning timetable will mirror the on-site timetable for students wherever it is appropriate and practical to do so. If students are self-isolating or working remotely due to a bubble closure or lockdown, lessons will be delivered, and resources accessed by students, through Microsoft Teams. Microsoft Teams and Microsoft Outlook are designed to ensure that students have access to their regular classroom teachers and, where appropriate, are also be able to join remote live lessons. Where it is not possible for subject content to be experienced as it would be in school, appropriate alternative activities will be delivered, to ensure learning remains meaningful across the day.

2. **We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.**

   Teachers will continue to deliver the curriculum planned for their subject area. Each scheme of learning has been carefully devised to ensure the systematic development of knowledge and skills in a clearly sequenced and structured way. The planning for and delivery of remote learning will continue to reflect this. Amendments may be made to reflect the nature of on-line learning but, wherever possible, the overarching intent of the curriculum will remain the same. The curriculum overview for each subject and key stage is available on the school website: https://horizoncc.co.uk/parents/curriculum/

3. **We will provide frequent, clear explanations of new content, delivered by a teacher in the college or through high-quality curriculum resources or videos.**

   Remote learning will be delivered via Teams, through a combination of live teaching, pre-recorded videos, instructional presentations and additional resources designed to replicate the on-site learning experience wherever possible. The college's teaching and learning framework will underpin all planning and delivery. Lessons and associated high-quality resources will be uploaded to Teams daily, ensuring these are accessible to all students. Where a student needs to access their learning from home due to COVID-19

restrictions and the college is open, from the starting point of their isolation, they will have the opportunity to join live lessons remotely via Microsoft Teams.

4. **We will gauge how well students are progressing through the curriculum and set a clear expectation on how regularly teachers will check work. We will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students understanding.**

We will continue to monitor student progress across the curriculum in line with our teaching and learning strategy and our data and assessment calendar. Students will be expected to complete tasks, progress checks and summative assessments as they would in class. Subject teachers will then use this evidence to assess progress, provide feedback, inform planning and differentiate tasks/resources. The college's teaching and learning framework emphasises the importance of responsive teaching and the use of questioning and modelling as strategies to effectively scaffold student learning.

5. **In addition to the information on what schools should be doing to protect their students online, as outlined in the statutory guidance <u>keeping children safe in education</u>, we will implement any additional measures that will help to keep students safe online.**

All remote learning will take place via Microsoft Teams within the secure Horizon CC 'Hub' platform. Each student has their own personal login credentials to enable them to access this platform. All communication will also take place within our secure network. In addition to training provided for staff and students, a full series of guidance documents are in place for both outlining the measures they should take to remain safe within the remote learning environment, especially in relation to live on-line lessons. Students will continue to have access to the Student Wellbeing Hub, in addition to being able to contact members of the Student Wellbeing team to access support and report concerns.

Section 3   Inclusion

Special educational needs

For students with SEND, their teachers are best-placed to know how the student's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the student's special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that students with SEND can successfully access remote education alongside their peers.

Where a student has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the student can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered by the college on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so.

We will ensure that the teaching and learning offered to all students, but especially our most vulnerable students, secures their interest and engagement.

Section 4   Expectations of Students, Parents/Carers & Staff

Expectations of students during live lessons

During live lessons, students should adhere to the following:

- Attend lessons according to their normal timetable unless they have been told otherwise

- Join all live lessons punctually and complete the work set to the best of their ability

- Keep the microphone on 'mute' unless the member of staff asks them to 'unmute'

- Keep the camera turned off at all times (student cameras are set to 'Off' as a default setting)

- Utilise the conversation/chat area and emojis in Microsoft Teams sensibly and appropriately – all lessons are recorded

- Always use school registered email accounts - allows the filtering and monitoring software to be in use.

Expectations of Parents/Carers

During remote learning, we would appreciate parental/carer support in the following ways;

- Ensure your child/children are eating and sleeping well to help them focus on their learning and that they have a quiet workspace where they can access lessons and complete classwork

- Encourage your child/children to join all live lessons punctually, to take part in the lesson and to complete the work set to the best of their ability

- Model positive conduct during the live lessons by showing respect towards the member of staff teaching and students taking part in the lesson

- Report any concerns with remote learning to the relevant School team via the email info@horizoncc.co.uk. If there has been an issue during a live lesson, please do not try and address the matter during the lesson through the use of the microphone or the conversation function

Any concerns with the conduct of parents and carers during live lessons will be managed in accordance with the **'Managing parent and visitor conduct policy, 2020'**. This policy is available on the college website, under 'Policies and Reports'.

Expectations of Teaching staff during live lessons

During live teaching from college or home, Teachers should:

- Share their power point using the 'window' or 'power point' option on Microsoft Teams, as sharing via desktop may be an issue if SIMs or CPOMS are open

- Always use school registered email accounts - allows the filtering and monitoring software to be in use

- Turn the camera 'off' unless it is required to show a practical demonstration or modelling of an answer through the use of the visualiser

- Demonstrate the same standards of dress and conduct that they would if students were being taught face to face in college. Also, if working from home, any computers used should be in appropriate areas, for example not in bedrooms; and where possible against a neutral or Microsoft Teams background

- Press 'End' at the end of all lessons (not 'Leave') as this ends the meeting for all attendees and prevents unsupervised interaction between students

- Monitor the comments in the conversation/chat area and challenge any inappropriate comments. If there is a safeguarding concern, contact the school team or safeguarding team and log on CPOMs.

Expectations of Pastoral, SEND and Support teams in college during remote meetings

During remote meetings with students and external agencies, staff should:

- Use school registered accounts – allows the filtering and monitoring software to be in use

- Demonstrate the same standards of dress and conduct that they would if the meeting was taking place face to face, in college. Also, any computers used should be in appropriate areas, for example not in bedrooms; and where possible be against a neutral background

Section 5   Monitoring, Evaluation and Review

The college will review this policy termly, to ensure it is responding to both government policy and student need. We will continually evaluate its effectiveness in providing safe, effective remote learning.

Section 6   Concerns or Complaints

In the first instance, issues or concerns should be raised with the relevant Assistant Principal Head of School and the Vice Principal responsible for Remote Learning. If concerns remain unresolved, they can be raised in accordance with the college's Complaints Policy.