

Rotherham Aspire Remote Learning Policy



Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, we expect every centre to have the capacity to offer immediate remote education. This will come into effect from Thursday 22 October 2020 and will build on the good work started during the first lock down period.

This policy sets out expectations around remote learning for staff and students at Rotherham Aspire.

In the event of a class, group or small number of pupils needing to self-isolate, or there are local restrictions requiring pupils to remain at home, the overriding principle of this policy will be the continuity of learning for our students. We will expect that:

- Curriculum delivery transitions to remote learning immediately
- Teaching staff will provide students with learning tasks that include new material that expands students' knowledge and understanding
- Teaching staff will provide learning tasks that consolidate student learning
- Assessment will be formative and summative in nature
- Feedback will continue to follow school policy where possible and particularly the Deep Marking cycle
- Students engage with remote learning materials
- This policy is implemented in line with all of Aspire's safeguarding policies and procedures

We recognise that our centres vary significantly in context. This may mean that what works well in one centre may not be suitable for another. It is important that our policy allows for individual centre responses to student needs in relation to remote learning. We already know that skill levels, infrastructure and accessibility varies greatly across the students we serve and consequently, it is vital that individual centres find the most effective remote learning strategy for them. However, the principles outlined above will still apply in all contexts.

During these periods of remote learning Centres may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Centres should be able to show that this is in the best interests of these pupils and this should be subject to discussion with the Deputy Head Teacher (Teaching & Learning), pupils and parents/carers.

Staff Training

It is acknowledged that the ICT experience and skill level of staff will be varied and it is accepted that some staff will need training and support to deliver effective remote learning. An audit of training needs will be established and a suitable support programme implemented.

Overview of Possible Scenarios

Scenario 1

A member of the teaching staff has to self-isolate with a positive test and is unwell. Students attend as normal

Staff should follow the staff absence policy as per any illness absence. If well enough they should direct centre heads to appropriate work for students to complete with covering staff

Scenario 2

A member of the teaching staff has to self-isolate due to being identified through NHS track and trace or they have been in contact with someone who has tested positive and they are not displaying symptoms/ illness. All students are attending school as normal

Rawmarsh centre – teaching staff should set work for covering staff to deliver. Teaching staff should arrange a virtual classroom ‘drop in’ via Microsoft Teams, 3 times per day - first thing in the morning to set the scene for students and covering staff, before lunch time to check progress and understanding and finally during the afternoon session, again to check progress and understanding and help support planning for the next day

All other centres - teaching staff should set work for covering staff to deliver. Teaching staff should arrange a virtual classroom ‘drop in’ 3 times per day via Microsoft Teams. Staff should choose priority classes based on need. They should select different classes each day to ensure every class has a ‘face to face’ asap.

NB – some staff at some smaller centres may wish to ‘live’ teach all their lessons that day via Microsoft Teams. This is acceptable. Staff wanting to deliver in this way must liaise with the covering staff and head of centre.

All virtual teaching episodes must comply with the guidance on safe delivery (see guidance later) and ‘ICT Acceptable Use’ Policy.

Scenario 3

A select number of students have to self-isolate as directed by the school; Partial year group closure; some students will be attending school; staff member in school

Students attending will be taught as normal. For absent students, teaching staff are to choose from options below;

Option 1 - Lesson PowerPoint and instructions are emailed to students at end of day (day 1 of absence only) or beginning of the day (day 2 onwards) with clear instructions and dates for completion and return. If absence is expected to persist lesson PowerPoints can cover a longer period of lessons but no longer than three days. Centre staff to ‘check in’ with absent students every day to support remote learning.

Option 2 – Live lesson takes place and absent student/students attend via Microsoft Teams (possible with small groups)

Option 3 – Centres establish online platforms, in agreement with the Deputy Head Teacher (Teaching & Learning) e.g. Seneca, SeeSaw, and drop work into these platforms for absent students to access, communicating clearly completion dates and process for returning work. Centre staff to ‘check in’ with absent students every day to support remote learning.

Option 4 - Where the forwarding of PowerPoints and all other forms of remote learning is not possible hard copies should be delivered in line with above time frames or asap thereafter. Work should be quarantined once returned in line with Aspire's Covid 19 policy. Centre staff to 'check in' with absent students daily to support remote learning.

Scenario 4

Full school closure – no staff or students in school

Teaching staff are to choose from options below;

Option 1 - Lesson PowerPoint and instructions are emailed to students at start of day 1 with clear instructions and dates for completion and return. If closure is expected to persist lesson PowerPoints can cover a longer period of lessons but no longer than three days. Centre staff to 'check in' with absent students every day to support remote learning.

Option 2 – Live lesson taught by teaching staff and student invited via Microsoft Teams

Option 3 – Centres establish online platforms, in agreement with the Deputy Head Teacher (Teaching & Learning) e.g. Seneca, and drop work into these platforms for absent students to access, communicating clearly completion dates. Centre staff to 'check in' with absent students every day to support remote learning.

Option 4 - Where the forwarding of PowerPoints and all other methods of remote learning is not possible, a plan for delivery of hard copies will be formulated by centre heads and SLT.

Staff should choose the most suitable and effective way of delivering remote learning to their students based on their deep understanding of the needs of each individual student and their home circumstances. It will be appropriate to conduct 'face to face' sessions to individuals to support remote learning where closure is likely to persist. This will be coordinated by SLT.

'Check in' refers to a 'face to face' contact or telephone conversation. This will need to dovetail with safeguarding contacts policy during full centre closure.

Staff should consider how best to plan and save lessons and lesson resources to support in centre delivery as well as facilitate remote learning resources.

Work Scheduling

In the first instance the following guidelines should be followed;

1x maths/numeracy lessons per day

1 x English/literacy lesson per day

1 x extended ILP task per week (Primary setting)

1 x PSHE task per week (Secondary settings)

1 x extended vocational task per week from two vocational subject areas (relevant secondary settings)

1 x humanities task per week (Swinton and Rawmarsh KS3 settings)

This should equate to a minimum of 3.5 hours per day

Accessibility

Each centre should hold records on all students that shows their ability to access and their level of access to online learning material.

All secondary students should have been taught prior to half term how to use:

- their school email accounts
- Microsoft Teams

Guidance If you're using Microsoft Teams

Decide whether you'll let pupils use chat in Microsoft Teams. Like any chat function, it could lead to bullying, or be a distraction from learning.

To disable chat for pupils, you need to create a 'messaging policy' in Teams and then assign it to pupils.

First, create your new messaging policy:

1. Log in to the Microsoft Teams admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click 'New policy' and give it a name (e.g. 'Disable chat')
4. Select the 'Chat' setting, and turn it off
5. Click 'Save'

Then, assign this policy to pupils:

1. Log in to the admin centre
2. Click 'Messaging policies' on the left-hand side
3. Click on the policy you've just made, then 'Manage users'
4. Search for the user you want to add, click on their name, and then click 'Add'
5. Repeat step 4 until you've added all of your pupils
6. Click 'Save'

Tell teachers to:

- Sit against a neutral background
- Avoid broadcasting in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off.

Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Keep a log of who's doing video calls and when. **No session should be recorded.**

Any staff who feel it is essential that a session is recorded must liaise with the Deputy Head teacher beforehand to agree the appropriate permissions.

Planning and Preparation of Online Lessons

- Planning lessons online, like planning for all teaching, starts with the learning outcomes and consideration of the content and methodologies that will help students achieve the learning outcomes.
- When planning, begin with the end in mind — what do you want students to have accomplished at the end and what knowledge and skills do you want them to have acquired?
- Begin with your learning intentions for a lesson as a way to help you limit your content to two or three main concepts. Make sure to include time estimates for each lesson.
- Think of the total learning experience from the perspective of a student and prepare material and activities in chunks.
- Generally, the amount of work that you will cover in a remote learning lesson, is likely to be less than in a normal lesson
- To disable chat for pupils, uncheck the 'Q&A' setting when you schedule your live stream.

Here is a suggested sample lesson structure:

Time	Activity
5 minutes	Welcome
5 minutes	Starter activity and introduction to learning and outcomes
20 minutes	<ul style="list-style-type: none">- Content delivery – to include scaffold, modelling and clear explanations- Instruction/activity/practice- Questioning and feedback
10 minutes	Summary and next steps. Try and consolidate learning

Make the lessons as interactive as possible by including a variety of media and activities that students can engage with. You could include videos, website links and images. Low stake quizzes are really effective for encouraging engagement and reviewing students understanding of learning. Including a variety of activities and content delivery methods will help students stay focused and motivated.

An effective online pedagogy is one that emphasises student-centred learning and employs active learning activities. Consider what learning activities and tasks you want students to undertake during a lesson.

Plan staggered interactions throughout a lesson, such as question time or feedback, to maintain student engagement.

Ask students to comment in the chat section of Teams or use the 'raise their hand' icon during the lesson if they need something clarifying, rather than using their microphone.

Students will need to be reminded of what is acceptable behaviour.

Getting set up before a live lesson for a class

Schedule your live lessons using the calendar in Teams. This will ensure that all students are invited and do not miss the lesson (this should happen at your normal timetabled time). This will create the event in the Live Teaching channel. It will then be automatically saved in files and will be available in the channel. You do not need to do a manual register as you will be able to see who is logged in on Team.

When getting set up for your live online lesson, here is a useful checklist:

- Fully read and understand the risk assessment and handbook
- Close the room door to prevent any background noise.
- Change background screen if appropriate
- Have your slides, files and websites etc. open in advance.
- Ensure that you have closed any private files and emails and that no personal information is shown.
- Ensure there is adequate lighting if you chose to use the webcam video.

Starting your lesson

Here are some useful tips for starting your live online lesson:

- Staff to enable the screen share feature prior to starting the lessons so that students cannot see each other (they can only see you and themselves).
- Be friendly and welcoming. At the start of the lesson, it would be better for student engagement and wellbeing if they can see you – if so, ensure your webcam video is switched on (this is optional). After introductions, you may want to turn the camera off.
- Ask students to turn their microphones onto mute at the start of the lesson. If you wish, a sound check can be conducted where they can unmute and mute again afterwards.
- Ask students to turn on/off their cameras and microphones as appropriate to the lesson you have planned. It is a good idea if you keep their cameras on as you can see whether they are working and they can even hold work up to their camera (please note that they should not see each other – they should only see the host which is you).
- At the beginning, familiarise students with the interface. Give them an opportunity to practise talking, chat function, raise hand anything that you will require them to do in the lesson.
- Establish guidelines and make students aware of your expectations for the lesson. For example, 'After 15 minutes, we will discuss any questions you have or that are written in the chat box. The chat should be used to ask questions relevant to the lesson.'

- As with any normal lesson, please keep to time.

Managing expectations for participation

Set and manage expectations for participation from the start. For example, do you want them to use the 'chat' function or 'raise your hand' function to ask questions. Please be aware students will need reminding each lesson as different staff will have different preferences.

Pause Slide

Include a 'Pause' slide to give students time to process information, reflect, apply new ideas and ask questions.

Explain silences

Let your students know if there are going to be silences, for example, while you read their messages.

Partial Year Group Closure Some students in class and some isolating at home

Starting your live lesson and Managing expectations for participation:

- Welcome your students into the classroom, inform them that you will be shortly inviting their peers virtually through Teams.
- Remain at the desk for the entire lesson so you can control Teams
- Do not use your camera to show yourself or the class. We would advise that you only use the camera as a teaching tool to support modelling e.g. on the mini whiteboard
- Use a headset if you wish to communicate with students virtually. This allows you to control what is said and when. Use the mute button during class discussions and questions, as the sound quality will not be of adequate quality to share.
- Establish guidelines for all and make students aware of your expectations for the lesson. For example, how you will manage the live and virtual questions, class discussions, how long a task should take etc. The virtual experience will not be as valuable as the live experience; however, it will be far more beneficial than the students working independently on your PowerPoints from home.
- Ensure you have enough time to manage both the virtual and live students at the end of the lesson

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