**Thomas Telford School**

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**Remote Learning Policy**

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**Tom Painter**

**Remote Learning Policy Document**

*From March 2020, the Covid-19 pandemic took the entire UK educational landscape by surprise. While staff and students at Thomas Telford School quickly adapted to the new situation and continued to follow the curriculum, it is evident that remote learning provision could be maximised to support students even further in their learning. There are clearly many personal tragedies and difficult circumstances surrounding the disease; it is imperative that our response is to sensitively but comprehensively understand the needs of our students and to assist their further progress. High quality resources can include:*

* *Printed resources*
* *Formatted electronic resources*
* *Video used for tutorials and delivery of key content*
* *Use of video conferencing software where applicable*

*This document will articulate a policy for a number of possible scenarios which may necessitate the mobilisation of remote learning.*

**Scenario 1: 6.1 students following a partially remote curriculum**

6.1 students who follow the three A level programme, or equivalent, receive three sessions per week in the courses, while those following the four qualification programme receive two lessons per week. At present, the four qualification programme students catch up on work missed in the third session, which is presently known as Enrichment. All students will access the work for this session remotely. This can be delivered in a number of ways, but may proceed as follows:

* Initial face-to-face session sets up work to be done remotely.
* The remote session has some pre-recorded content, to be produced in a form that allows downloading in MP4 format. See ‘Production of video materials’ section.
* The next face-to-face session provides feedback on the work completed remotely.

**Scenario 2: All students work remotely due to localised or national lockdown**

* The school website continues to be used to communicate daily work for the first week
* Departments contribute some pre-recorded material (technology permitting) to accompany the learning for week 2. This hands the first week over to the production of materials. These materials should consider assessment of previous work, and set new work
* In the event of a localised lockdown, high quality videos may be used to accompany work and enhance student contact in remote learning. It will not be expected that videos are created in the first week of a wider remote learning programme, but it is feasible for staff to have organised these resources by the second week.
* Staff may be able to make use of video conferencing software, either form in school or at home, to replicate in school lessons as much as possible.
* Students should submit appropriate work for marking by an agreed date. Feedback on this work will then form the start of the next remote learning session.

**Scenario 3: A bubble in a year group is out of school for self-isolation**

* The school website continues to be used to communicate daily work for the first week
* Departments contribute pre-recorded materials where possible, and utilise Zoom for students in Year 11 and 6.2, creating a ‘co-teaching’ experience, where students at home can access the in school experience also.
* Students should follow instruction regarding the submission of work from their teachers

**Scenario 4: Individual students do not attend for extended period due to Covid-19 related issues**

* Personal Tutor to establish situation of student and if work can be completed
* Work is emailed daily to absent students from each department
* If student submits work to a satisfactory standard, written feedback will be sufficient
* If work is not sufficient, teachers should contact personal tutor, who should communicate with home to seek further information
* If specific advice is needed in a subject area, relevant departments identify a subject specialist to support the student with a telephone or videoconferencing call
* Future work is monitored and dealt with accordingly, with Head of Key Stage notified
* If there are concerns in numerous subject areas, pastoral heads intervene and make contact with home

**Scenario 5: Individual students do not attend for short period**

* Work is emailed to students with clear instructions on what catch up is required and by an agreed date
* Departments to communicate with personal tutor any concerns if work is not submitted without reason. Personal Tutor to check in on student and feed back to departments
* Departmental intervention is applied as required

**Production of video materials**

Videos which accompany lesson materials must be authorised for publication by line managers, who will then upload them on to YouTube.  The process should be as follows:

* Staff member produces resources, including video if required
* Submitted to line manager for approval
* Line manager uploads video to the private YouTube channel using TTS username and password
* Accompanying resources and URL link are published to a designated page on online curriculum

In the event of a local or national lockdown, the time frame will be eased to allow staff time to produce a wider range of high quality resources for different age groups.

There is a range of software available for pre-recording lesson material.  On the school system, Camtasia is available, along with guidance on how to use it, and web cams will be available to be signed out by staff for use in the production of materials.  Camtasia will allow screen sharing, voice overs and webcam footage, which will enhance the student experience.  There will also be computers set up in LC1 that will have web cams attached for staff to use.  It is also possible that the ‘Green Room’ by Web Development will be usable for this purpose.  The school will utilise a private channel, with web links copied alongside the publication of work on the remote learning part of the school website.

If preparing materials from home, staff can bring their personal laptops in for Camtasia to be installed onto or can take a copy of the software home to install themselves, or may choose to use another platform, such as a personal Zoom account to record videos.  Webcams will be available for staff as required, but many laptops have good quality webcams inbuilt, which will be fit for purpose.  Zoom has many similar functions as Camtasia, though publishing videos to YouTube is not so direct.  Regardless of the platform, video recordings are high in data usage, so staff should delete them when they have been uploaded to YouTube.

**Live lessons**

As the situation has evolved, staff have become increasingly skilled with the use of Microsoft Teams and Zoom in relation to Remote Learning. Staff have experimented with lessons delivered over this medium when whole groups have been out of school, and when smaller groups within the class have been out. While there are challenges associated with co-teaching, replicating the in-lesson experience for students where possible is the preferred option. The staff are trialling the use of Zoom with all isolating 6.2 and Year 11 students during the last half term, with a view to extending this in the event of future outbreaks.

**Safeguarding guidance for staff in relation to remote learning**

Remote learning, even within a blended approach, may require an element of communication. When communicating online with parents and pupils, we must:

* Communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
* Communicate through the channels approved by the senior leadership team
* Use school email accounts (not personal ones)
* Use school devices over personal devices wherever possible
* Advise teachers not to share personal information.

Where possible, staff should pre-record learning material and publish it in video form, following the school protocol outlined above. However, in the event that we are communicating in a ‘live’ format, permission must be sought for staff to conduct live sessions, with line managers approving the arrangement. Personal Tutors and Heads of Key stage should also be informed of this. Whether sessions are pre-recorded or ‘live’, the following must be adhered to:

* No 1:1s, groups only, unless specific authorisation is given by line managers
* Staff and children must wear suitable clothing, as should anyone else in the household
* Any computers used should be in appropriate areas, for example, not in bedrooms; the background should be blurred if possible, or otherwise be without personal objects
* Videos should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day
* Language must be professional and appropriate, including any family members in the background
* Staff must only use platforms specified by senior managers and approved by our IT network manager/provider to communicate with pupils
* Staff should record the length, time, date and attendance of any sessions held.

In the event of a lack of clarity regarding any of the above information, please refer issues to line managers in the first instance.