Remote Learning Provision Policy

Felixstowe International College

Approved by:	Governing Board	**Date:** November 2022
Reviewed by:	Rebecca Mainprice	**Date:** November 2022
Last reviewed on:	June 2020	
Next review due by:	November 2024	

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We are aware that remote learning is where the student (s) and/or the educator are not physically present in a traditional classroom environment with information being relayed through technology.

We acknowledge that since March 2020 there has been great innovation in remote learning with a wide range of approaches being used enabling pupils to continue to learn and progress; and preventing any widening of the attainment gap for the disadvantaged.

Online learning provision at FIC was initially set up during the Covid-19 (Coronavirus) pandemic. We have now adapted this provision to take account for the following circumstances:

1) Students who have enrolled with the college but are waiting for their VISA to be completed and have a delayed entry into the country.
2) Students or staff who are medically unable to attend face to face lessons and wish to access lessons remotely on a short term, exceptional circumstance basis. Such as those who suffer with chronic fatigue syndrome or are suffering from 'Long Covid' symptoms.

The SLT will discuss the suitability on a case-by-case basis and decisions will be made with parental consent so that the students' continued education and health are prioritised.

We want to ensure that pupils can access a variety of online learning including 'live lessons' which will include a mixture of teaching and instruction and giving pupils tasks to complete through the Google Classroom and school email account systems.

These lessons will be hosted via online video platform, Skype or Zoom. When accessing these platforms, pupils and/or parents will need to share some basic personal information in order to use the platform (i.e. name and agreed email address). It is very important that your personal information is kept safe and there are measures in place to ensure this happens.
You can find details on the information required by individual video platforms and their security measures by viewing their privacy notices.

Skype: https://support.skype.com/en/skype/all/privacy-security/
Zoom: https://explore.zoom.us/en/privacy/

If you/ your child chooses to take part in online live lessons, aspects of your/your child's personal data (i.e. name and email address) will be shared with third parties such as the above video platform, which is required in order for these systems to be accessed. These systems relate to our public task to provide pupils with an education. However, if you would prefer for your child not to access these systems, please let the teacher know and an alternative will be arranged.

We have in place a contingency plan for remote education through Google Classroom which:

- uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum;
- gives access to high quality remote education resources;
- provides printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support so we will work with families to deliver a broad and ambitious curriculum.

We have found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. Factors such as:

- ensuring pupils receive clear explanations;
- supporting growth in confidence with new material through scaffolded practice;
- applying new knowledge or skills;
- enabling pupils to receive feedback on how to progress.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To use remote learning as a way of delivering education and instruction to any class, group or small number of pupils who are not physically present in school.
- To teach a number of students remotely by using a virtual learning platform.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The governing body has:

- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.

Role of the Headteacher

The headteacher will:

- work in conjunction with the senior leadership team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide training for all teachers on how to use a single, interactive platform effectively in their teaching;

- ensure a safe and secure username/password system is in place for all:

  ☐ technical systems;
  ☐ networks;
  ☐ devices; and
  ☐ email and virtual learning environments.

- ensure risk assessments are:

  ☐ in place and cover all aspects of this policy;
  ☐ accurate and suitable;
  ☐ reviewed annually;
  ☐ easily available for all school personnel.

- inform parents on how we provide remote learning that is as close to in-school provision as possible by outlining:

  ☐ what pupils will need to have at home;
  ☐ what is expected of pupils;
  ☐ what support is available to pupils if they need it;
  ☐ how parents can help;
  ☐ how online lessons are delivered;
  ☐ guidance to parents on how they can protect their child while online;

- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

  ☐ monitoring learning and teaching through observing lessons (if lessons are one off then this is not needed);
  ☐ Parent and student feedback questionnaires

When teaching online, teachers must:

- create a positive and safe online classroom environment where all pupil/students are respected and valued;
- look out for any signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the online designated safeguarding lead;
- ensure all communications with pupils/students and parents is on a professional level;
- teach all pupils/students to:

  ☐ report any form of abuse or online bullying;
  ☐ be vigilant against online radicalisation.

- make learning fun and enjoyable;
- provide high quality lessons;
- create a lively online atmosphere;
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum;
- provide frequent, clear explanations of new content;
- gauge how well pupils are progressing through the curriculum;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school;
- monitor pupil engagement;
- log participation and motivation levels and feedback to parents, either individually or formally through regular reports;
- contact pupils or parents to explore ways to secure re-engagement;
- assess pupils' progress through quizzes or tests;
- give clear instructions at the start of all online lessons as to what is expected in terms of behaviour such as:

  ☐ how pupils/students may signal to ask a question;
  ☐ when pupils/students should mute their microphones;
  ☐ when pupils/students should turn on or off their webcam at the start of each session

- regularly check to ensure pupil/students are following along;
- allow pupils/students sufficient time to make comments or ask questions when prompted;
- ensure content shared with pupils/students is appropriate, accessible and course related;
- inform pupils/students in advance if lessons will be recorded;
- give clear instructions when a lesson is coming to an end;
- at the end of each lesson wait for all pupil/students to log off;
- ensure pupils/students:

☐ behave in a respectful, considerate and kind manner;
☐ communicate in a courteous way to both teachers and fellow pupils/students;
☐ display responsible behaviour;
☐ treat others and their opinions with respect, cultural sensitivity and politeness;
☐ listen and take direction;
☐ are punctual to lessons;
☐ are located in an appropriate location;
☐ are aware of school behaviour systems;
☐ participate actively in lessons and complete tasks to the best of their ability;
☐ are critically aware of the materials/content they access online;
☐ validate the accuracy of information;
☐ do not use their mobile or any other hand held device during lesson time.

Teachers Online Code of Conduct

Safeguarding - Teachers must:

- be fully aware of all online safeguarding policies and procedures;
- undertake online safeguarding training on induction and when necessary;
- understand their role in online child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the online designated safeguarding lead;
- ensure all communications with pupils/students and parents will be on a professional level;
- read, understand and sign the online safeguarding policy;
- ensure pupils/students understand and are aware of child protection procedures;
- reinforce online safety messages when teaching online;
- teach all pupils/students to:

  ☐ be critically aware of the materials/content they access online and will show how to validate the accuracy of information;
  ☐ report abuse or any form of online bullying;
  ☐ be vigilant against online radicalisation;
  ☐ acknowledge the source of information used and to respect copyright when using material accessed on the internet.

- create a positive and safe online classroom environment where all pupils/children are respected and valued;
- not distribute recorded lessons to third parties;
- secure any sensitive data;
- not initiate any personal relationship with a child.

Online Etiquette - Teachers must:

- give clear instructions at the start of all online lessons as to what is expected in terms of behaviour such as:

☐ how pupils/students may signal to ask a question;
☐ when pupils/students should mute their microphones;
☐ when pupils/students should turn on or off their webcam at the start of each session.

- regularly check during each online lesson to ensure pupil/students are following along;
- allow pupils/students sufficient time to make comments or ask questions when prompted;
- ensure content shared with pupils/students is appropriate, accessible and course related;
- inform pupils/students in advance if lessons will be recorded;
- give clear instructions when a lesson is coming to an end;
- at the end of each lesson, wait for all pupil/students to log off.

Pupil Behaviour - Teachers must ensure that:

- pupils behave in a respectful, considerate and kind manner when online;
- pupils listen and take direction;
- if a pupil demonstrates unacceptable or inappropriate behaviour then the school behaviour systems will be followed;
- pupils participate actively in lessons and complete tasks to the best of their ability;
- they provide encouragement to all pupils;
- safeguarding protocols are followed if they notice anything inappropriate;
- pupils are punctual to lessons;
- pupils are re located in an appropriate location.

Privacy and Compliance - Teachers must:

- exercise confidentiality at all times;
- use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- be cautious when using social networking sites and must:

  ☐ set their profile as private;
  ☐ not allow access to pupils or parents/carers;
  ☐ avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.

- not, outside school hours, make contact with pupils or parents/carers via telephone, text message, email or on social networking sites;
- not give their personal details such as mobile and home telephone numbers, home or email address;
- report any pupil/student who tries to contact them outside the school permitted channels.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;

- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Online Code of Conduct for Pupils

General Rules and Guidelines - Pupils must:

- always communicate by being supportive of their learning and the learning and wellbeing of others;
- be aware that online lessons will be recorded but will never be made public
- follow the online school timetable as planned;
- be on time for each online lesson;
- attend all lessons;
- inform their teacher by email if they are unable to attend;
- interact patiently and respectfully with their teacher and peers;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- raise their hand before speaking;
- be responsive and participate fully in all lessons;
- remain attentive during lessons;
- treat others, their work and equipment with respect;
- be supportive and constructive when offering feedback to others in collaborative group tasks;
- learn to take pride in their work;
- produce work to the best of their ability;
- complete all tasks and assignments on their own unless it is a collaborative group task;
- complete all self-study tasks on time;
- participate in discussions concerning progress and attainment;
- submit homework properly and completed on time;
- wear appropriate clothing and not pyjamas during online sessions;
- liaise with the school council;
- take part in questionnaires and surveys;
- end the lesson as soon as the teacher indicates to do so and must not stay in the session after the teacher has left;
- maintain a positive online learning environment.

Code for Safeguarding - Pupils must:

- adopt a safe and responsible use of the internet;
- understand the importance of adopting good online safety practice;
- report any form of abuse, misuse or access to inappropriate materials;
- report any form of online bullying;
- not post or upload anything offensive, abusive or illegal;
- not upload inappropriate messages, content, unauthorised advertising, promotional material or spam to the internet;

- be vigilant in monitoring the content of websites;
- recognise and avoid online safety risks;
- be aware of radicalisation;
- report any contact from radical groups;
- not share online their user name and passwords with anyone;
- only use approved email accounts;
- report receiving of any offensive emails;
- not divulge their or others personal details;
- not arrange to meet anyone via email;
- seek permission from their parents/carers to send a formal email to an external organisation;
- not take part in sending chain letters;
- report any unsuitable website or material found online;
- share any concern that they have about another pupil/student with their teacher or parent/carer;
- when undertaking research, report to their teacher or parent if they feel unsafe;
- share any concern that they have about their teacher with their parent/carer;
- report to their parent/carer or teacher if they have concerns about their welfare or safety;
- not take photographs of screen shots or share images of the online session;
- not record online interactions in any way.

Code for Online Classroom Behaviour - Pupils must:

- communicate in a courteous way at all times to both teachers and fellow pupils/students;
- display responsible behaviour;
- be aware that any inappropriate behaviour will result in being removed from the lesson;
- not use racist, sexist, homophobic, abusive terms, swear words of language that may cause offence;
- treat all other pupils/students and teachers and their opinions with respect, cultural sensitivity and politeness.

Code for using Technology - Pupils must:

- treat their IT equipment with good care and attention;
- not use their mobile phone, digital camera or any other hand held device during lesson time;
- frequently check for email from their teacher;
- be responsible for their behaviour when using technology.

Code for Online Classroom Environment - Pupils must support a positive and safe online classroom environment where all pupils/students are respected and valued.

They must have in place a:

- quiet study space where they can focus and not be disturbed;
- stable internet connection;
- work station or table top with a comfortable chair;
- standalone computer or laptop;
- suitable back drop.

Code for using Copyrighted Materials and Plagiarism - Pupils must not:

- use copyrighted materials,
- plagiarise any work whether it is written, multimedia, oral or creative;
- submit someone else's work as their own;
- copy words or ideas from someone else without giving credit;
- give incorrect information about the source of a quotation;
- change words by copying the sentence structure of a source without giving credit;
- copy so many words or ideas from a source that it makes up the majority of their work.

Privacy and Compliance - Pupils must:

- not share documents or resources that are exclusive to the school with outsiders;
- not take screenshots;
- not record any of the resources supplied by the teacher or the school;
- not share any lessons that may be recorded;
- inform the teacher if they do not wish to be recorded in compliance with their parent's wishes.

Role of Parents/Carers

Parents/carers will:

- attend awareness training on the use of a single, interactive platform for remote education provision;
- provide for their child:

    ☐ the appropriate IT equipment;
    ☐ a quiet work area.

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via the school website and a copy will be shared by email to all staff, students and parents.

Training

We ensure:

- all school personnel:

☐ have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
☐ are familiar with the following documentation:

  ➢ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
  ➢ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

▪ the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
▪ that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
▪ that we have in place evidence for all staff that:

  ☐ highlights the knowledge gaps in the training;
  ☐ shows how those knowledge gaps were corrected.

▪ all school personnel understand and undertake their role in safeguarding and child protection effectively.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the governing board.

Linked Policies

- Curriculum
- Online-Safety
- Child Protection
- Supporting pupils at school with medical needs

- Teaching and Learning
- Assessment
- Acceptable Use of ICT
- B.Y.O.D

We believe that this policy:

- has been reviewed thoroughly by the Designated Safeguarding Lead
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;