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# Remote Education and Emergency Closure Arrangements Policy

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## Remote Learning

### Introduction and Scope

'Remote Education' refers to the provision of work, teacher support, assessment and feedback when face-to-face education cannot safely or reasonably be delivered. Attendance in school remains the priority. Remote education is not an equal alternative to attendance and should only be used as a last resort where attendance is not possible, contrary to official guidance, or forms part of a short-term agreed plan to maintain learning and support reintegration.

Situations where this policy may apply include: emergency school closure or restrictions on attendance; severe weather, site safety or utility issues; public health or local/national emergency restrictions; short-term individual absence where the pupil is well enough to learn but cannot attend; short-term recovery from illness, injury or operation; carefully agreed provision for pupils whose attendance is affected by SEND or mental health needs; and the setting of work during suspension or permanent exclusion in line with statutory expectations.

- A student who is absent from school for three or more days for a pre-agreed reasons e.g., taking part in a sporting tournament
- Student exclusion
- Students unable to attend school due to a period of advised self-isolation but who otherwise remain well
- An extended period of school closure
- Students unable to attend school for medical reasons but are well enough for learning.

This policy does not apply where a pupil is absent without authorisation, where a family chooses not to send a child to school without a valid reason, or where remote education would delay appropriate support to return the pupil to full-time in-person education.

A student who absents themselves from school without prior authorisation from the school, with or without parental permission, e.g., a family holiday taken in term time

**Remote Learning Lead**

The Assistant Headteacher or senior leader with strategic responsibility for digital learning/remote education is responsible for formulating and overseeing this Remote Education Policy. The DSL, SENCO, Attendance Lead, relevant Year/Assistant Year Leader and Trust/School IT support will contribute where remote education creates safeguarding, SEND, attendance, data protection or technology considerations.

**Preparation for Remote Learning**

Foxford School will be proactive in ensuring that:

- A digital access survey is conducted by all students to identify those students who would be unable to engage in remote learning due to a lack of access to the internet/appropriate devices
- Staff have access to and training on Microsoft Teams for delivering online lessons to classes at different key stages
- Students within classes have access to Office 365 and other apps that support the curriculum, such as Sparx Maths
- Students will have access to training guides/help videos to allow them to access remote lessons

- Staff are familiar with the main functions of Microsoft Teams and have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and students are made aware in advance of the arrangements in place for the continuity of education.

**Governance, review and publication**
This policy will be reviewed annually and whenever there are significant changes to DfE guidance, safeguarding expectations, technology platforms, attendance requirements or school/trust procedures. The policy should be published clearly on the school website as the Remote Education Policy and should be easy for parents, carers and pupils to locate.

The Local Governing Body will receive appropriate assurance that remote education arrangements are current, proportionate and safeguarding-led, including arrangements for vulnerable pupils, pupils with SEND, pupils eligible for free school meals and pupils without suitable digital access.

Foxford Community School should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time
- Access to previous training materials
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable access at home; if not, supply them with a device during the closure period.

In the event of an extended closure (3rd day) Foxford Community School will make provision for remote contact with students on a daily basis in two forms:

- Students will have access to work that allows them to continue to progress with their education whilst at home
- Students will have the opportunity for face-to-face interaction with teachers on a daily basis

Foxford staff will provide an appropriate timetable for learning that will, as closely as possible, reflect the timetable that students follow through the course of a normal school day. Teachers will need to make themselves available for teaching during their normal working hours and must communicate with their SLT line manager if this is not possible.

## Individual Remote Learning

This section applies where the school remains open but an individual pupil is unable to attend for a short, agreed period and is well enough to learn. Remote education should be used only where it is appropriate, proportionate and supports the pupil's return to in-person education.

In these cases, the school will provide the following, coordinated in the first instance by the student's Year Leader or Assistant Year Leader.

The Year/Assistant Year Leader will coordinate an Individual Remote Education Plan. This should record the reason remote education is being used, the expected duration, parent/carer agreement, pupil voice where appropriate, relevant medical/professional advice where appropriate, digital access needs, arrangements for work and feedback, safeguarding/welfare checks, the review date and the planned route back to in-person education.

Remote education for an individual pupil must be time-limited and reviewed regularly. Where absence is linked to health needs and is likely to reach 15 school days, consecutive or cumulative, the school will work with the local authority, parents/carers and relevant professionals so that statutory responsibilities for suitable education are considered and met.

Welfare and engagement will be reviewed at least weekly, and more frequently where safeguarding, SEND, attendance or vulnerability concerns require it. Lack of engagement with remote education will be treated as an attendance/safeguarding concern and escalated through the appropriate school systems.

**Free school meals and digital access**
Where pupils eligible for benefits-related free school meals are receiving remote education, the school will make arrangements in line with current DfE guidance and local/trust procedures to support access to food provision. The school will maintain awareness of device and connectivity barriers and will consider school-owned devices, connectivity support or printed resources where appropriate and possible.

**SEND, equality and vulnerable pupils**
Remote education for pupils with SEND will be planned in line with the school's SEND duties, including reasonable adjustments, accessibility needs, best endeavours to secure special educational provision, and collaboration with families and the local authority where a pupil has an EHCP. The DSL and SENCO will consider additional online safety, engagement and welfare risks for vulnerable pupils.

**Attendance, reintegration and statutory recording**
Pupils receiving remote education remain absent from school unless they are attending an approved educational activity in line with attendance guidance. The school will record absence using the appropriate attendance code and remote education will not be used to obscure or replace statutory attendance processes. Remote education should support, not delay, a return to in-person education.

## A Period of School Closure

Foxford Community School is committed to providing continuity of education for its students in the event of an extended school closure. While such situations vary in their cause and ramifications are diverse, we will endeavour to provide continued learning for our students during any period of closure, in the following ways:

- The provision of relevant, developmental written work for each subject area and each year group which enables students to make continued progress
- Pre-recorded videos ensuring explanation and modelling of key themes
- Regular, live instruction from staff, with the ability for students to ask questions of their teachers in real time
- The opportunity for students to have their work assessed by their teachers and receive feedback on it.

The six principles of great learning will continue to be implemented in all lessons. See appendix 2.
Any provision of remote learning to achieve these four aims assumes that students and staff have access to the internet at home. All staff are provided with iPads/laptops which they can use to access any of the services by which remote learning will be provided. However, we cannot assume that everyone has access to printing facilities, so any work set and submitted for assessment will be entirely electronically set and distributed.
Most students have access to devices and the internet, for those who have not we will provide work; laptops will be issued for many vulnerable students on a loan basis.

Work will be set, submitted for assessment and assessed through a combination of the following online platforms:

Students will be supported to access Microsoft Teams and submit work through the platform. Refresher guidance will be provided when required.

Live sessions will be through Microsoft Teams (from iPad application or http://teams.microsoft.com/) Microsoft Teams is a collaborative platform which allows for real-time communication. Every member of the Foxford community will be set up on Teams and pre-registered to each of their classes. There will be specific student and staff guidance for real time lessons.

### (a) Short-Term Closure

### 1. Non-industrial action

For short-term closures (up to five working days), subjects will set tasks on Microsoft Teams. One task will be set for each year group in each subject and will be designed to last a similar amount of time as that subject's lessons and home learning times from one school week. Staff may also do live lessons when instructed by the Headteacher.

### 2. Closures due to industrial action

For short-term closures due to industrial action (and where the year group are not on-site with a bespoke timetable. Resources will be set centrally and will be as follows:

**KS3:** Work will be set through the Oak National Academy. A hyperlinked timetable will be created and published on the student front page on Teams. The links will also be sent to parents and guardians via a letter on Arbor. At least one lesson will have a PSCHE/Citizenship focus.

**KS4:** Work will be set through the Oak National Academy and GCSEPod. A hyperlinked timetable will be created and published on the student front page on Teams. The links will also be sent to parents and guardians via a letter on Arbor. At least one lesson will have a PSCHE/Citizenship focus.

**KS5:** Meaningful tasks should be set to any sixth form students who are not on site. This can also include independent study, and coursework completion.

### (b) Longer-Term Closure

In the event that the school is closed for longer than five working days, we will move to a model by which subjects will set work for classes on Teams, supported by live or recorded contact with teachers via Microsoft Teams where appropriate. If there are local or national emergency restrictions, current government, local authority and trust guidance will be followed and arrangements will be adapted for Foxford students and staff.

The school may vary the methods described below in the light of developing situations surrounding the reasons behind any closure. Please see appendix 1 for a live timetable. Longer term closures will pause the home learning timetable to allow students

**KS3**: All students will follow their normal school timetable. All lessons will be live lessons through Teams with a link sent via Teams. Registers will be taken and follow up phone calls made by admin and support staff.

**KS4**: All students will follow their normal school timetable. All lessons will be live lessons through Teams with a link sent via Teams.
Registers will be taken and follow up phone calls made by admin and support staff.

**KS5**: Students will be following their timetable as normal with live lessons; tasks will be set throughout this live session. Registers will be taken and follow up phone calls made by admin and support staff.

All students will be expected to meet with their tutor once a week at an agreed time via Teams. A weekly assembly will be broadcast to all students and an assembly rota will be devised.

**(i) Live Sessions**

Real time sessions will take place as the above timetable states; these sessions may consist of modelling a new topic, group feedback, explanation of a theme and opportunities for students to ask questions.
Students are encouraged to take part in the live sessions that are available if they are well enough to do so. (see appendix 4)

**(ii) Assessment and Feedback**

The work that is set will, as far as possible, include one piece of work in each subject, each week (though with varying demands depending on how frequently a particular subject is taught) which is to be submitted for teacher assessment and feedback.

Work should be submitted to teachers via Teams. Teachers will assess the work and return it to students with feedback attached in a timely fashion. (see appendix 3)

**Expectations of Students**
Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submit work which is requested for feedback promptly
- Check Teams and emails regularly and read and respond to communication from the school
- Ensure that the device to be used at home is fully charged at the start of each day. Where students experience problems with Teams they should proactively inform the school by emailing foxextit@castlephoenixtrust.org.uk.
- Students are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. Students would be reminded of the Foxford's Learning Expectations and adhere to our PRIDE motto, https://www.foxfordschool.co.uk/about-us/student-learning

This includes, but is not limited to:

- Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
- Ensuring that clothing is appropriate, following the same guidance as a normal "non-uniform" day in school.

**Expectations of Staff**

Assuming they are well enough to work, staff will:

- Ensure that work is set and made available on Teams as suggested by their Faculty Leader's guidance
- Faculty Leaders are required to maintain oversight of the appropriateness and quality of the work set across their faculty.
- Be familiar with the use of Teams and Microsoft Teams, and be available online through Teams at the times on the published timetable.
- Set, assess and return work to students promptly by electronic means.
- Faculty Leaders will liaise with their staff through regular (at least weekly) contact to ensure that:
    - Sufficient work is being set to cover ongoing periods of closure
    - Students causing concern through a lack of engagement with live lessons or assignments requiring submission are highlighted to year teams on a weekly basis.
- Contact between students and staff must only take place via Foxford School's email addresses. Personal email addresses must not be used.
- Microsoft Teams chat or video conference only through Foxford email addresses
- Teams messaging

Contact between students and staff through personal telephones or personal email accounts, or any other third-party messaging software or video conferencing software (e.g. WhatsApp, Skype etc.), is strictly prohibited and violation of the acceptable use policy.

## Staff Illness

When staff are unwell during a period of school closure, they should notify the school by emailing as usual. If they are able to set work for any lessons that require it then they should do so, otherwise responsibility for work falls to the Faculty Leader or designated delegated colleague.

## Pastoral Care

Foxford Community School is committed to providing exemplary pastoral care, and this will continue during any period of school closure or remote learning. Form tutors are expected to contact their tutees regularly and welfare checks will be made.

During such periods, the normal channels of communication regarding pastoral care remain open; students can contact their tutor, Year Leader or indeed any member of staff should they prefer.

## Safeguarding

During any period of school closure or remote education, the Safeguarding and Child Protection Policy, Staff Code of Conduct, Behaviour for Learning Policy, Online Safety/E-Safety Policy and IT Acceptable Use agreement still apply. The DSL will maintain oversight of safeguarding during remote education, including engagement, welfare, online conduct, concerns arising from live lessons, and pupils who are vulnerable, have an EHCP, are open to social care, are persistently absent, or are otherwise identified as needing additional support.

Any live contact between students and staff must only take place through official school channels. Staff must not use personal email, personal phones, personal messaging apps or unauthorised video platforms to communicate with pupils. Concerns arising during live or recorded remote learning must be reported through safeguarding processes without delay.

The Safeguarding Team, SENCO and pastoral staff will ensure defined vulnerable students, including those with an EHCP, those with a social worker and those otherwise identified as vulnerable, receive appropriate welfare contact. Close contact with external agencies will continue, especially if contact between the family and the school cannot be made.

## APPENDIX 1

### Timetable

KS3
All students will follow their normal school timetable. All lessons will be live lessons through Teams with a link sent via Teams.

KS4
All students will follow their normal school timetable. All lessons will be live lessons through Teams with a link sent via Teams.

KS5
Students will follow their normal school timetable, logging in to Teams at the beginning of each lesson. All lessons will be live lessons through Teams, with interim periods where students have tasks to complete individually and log on to the Teams lesson later on for a plenary. This will happen in the case of double and triple lessons.

## APPENDIX 2

### Learning and Teaching Expectations

As with all learning episodes, it is expected that 'great teaching' continues to be provided remotely in line with the six principles of great teaching.

Additional consideration will need to be given to 'explanation' and 'modelling' as the interaction between student and teacher will be impacted. Teaching staff will need to ensure that the explanation section of each lesson is followed by an opportunity for students to 'practise' their learning and that 'questioning' opportunities are still built into lessons where students can consider answers, even if they cannot be explored verbally. It is important that 'challenge' continues to be built into lesson planning and delivery so that all students are stretched and supported where appropriate.

Whilst all of the elements of the Foxford learning and teaching expectations are not relevant in the event of remote learning, learning intentions must still be shared, mini plenaries should be built into the lesson, an engaging opening task which recaps on previous learning should be planned and delivered and opportunities for praise must remain secured.

## APPENDIX 3

## Expectations of live lessons

| Students | Staff |
|---|---|
| • Let your teacher know if you are unable to attend the session<br>• Try to join the meeting on time<br>• Have your camera off and your microphone muted<br>• Your teacher will talk through resources, teaching points, questions etc. but will have their camera off<br>• Towards the end of the session there will be the opportunity to ask questions - use the 'raise your hand' function and the teacher will invite you to speak, at which point you turn your microphone on<br>• Try to find a quiet place at home where you will not be disturbed and can listen<br>• Have something ready to take notes on<br>• Do not use the 'chat' function<br>• Keep your language and delivery suitable for school lessons<br>• Do not record the lesson or any part of it, likewise, do not take screen shots<br>• Be patient if the technology does not work first time, this is new for all of us<br>• Be mindful that some of this will take place from teacher's homes. They may occasionally get interrupted<br>• If any inappropriate language is used or images are shared, the teacher will end the lesson or remove you from the lesson and we will follow this up | • Let your SLT link know if you would like an additional member of staff to join your session<br>• Remind students to have their microphones and cameras switched off<br>• Remind the students not to use the chat function<br>• Remind the students to keep their language appropriate for school<br>• Keep your camera off unless specifically authorised to leave on<br>• If you are using your camera, please make sure the room you are using is appropriate – not your bedroom and there is nothing visible with your address on it<br>• Do not have 1-1 sessions with students<br>• Use 'share screen' to share any resources, please see 'Teams: how to guide'<br>• Towards the end of the session there will be the opportunity to ask questions – please remind the students to use the 'raise your hand' function; you can then invite them to speak one at a time<br>• Remove anyone from the lesson who does not follow the protocols and let your SLT link know as soon as possible<br>• Do not panic if your Wi-Fi cuts out, it happens<br>• Remember to stick to the timings on the published timetable |

## APPENDIX 4

### Expectations of feedback

| Students | Staff |
|---|---|
| Student work will continue to be marked in line with the school's STAR policy. Students should still take ACTION in response to the feedback which will allow progress to be made in student learning.<br><br>All Tasks set on Teams (in the same way as homework is set) must be completed by the student and returned to the teacher for marking. | Teaching staff should continue to provide students with feedback on their work which allows them to make progress in their learning.<br><br>It is expected that staff will design tasks where feedback will be given in line with usual feedback frequencies, i.e. at least twice in each half-term. These tasks will be set as 'Tasks' in the same way as homework is normally set. Students will submit this work through Teams and, in response, will:<br><br>• Be scored/graded if appropriate to the task<br>• Follow the principles of the STAR marking policy:<br><br>**Strengths** - will be explicitly shared as comments<br>**Targets** - will be set for development again as comments<br>**Actions** - should be taken by the student and, if possible, return to the teacher for review<br>**Response** – where possible, the teacher will confirm the action has been successful.<br><br>Where Microsoft quizzes and automated tasks have been designed and set, these may be scored automatically but strengths and targets should still be set. |

## APPENDIX 5

### Home learning during a prolonged school closure

To support student wellbeing and prevent fatigue; and other unwanted effects of excessive screen time, the home learning timetable will be suspended during longer periods of school closures. The policy will recommence once school has reopened.