


The Aylesbury Vale Academy Trust



The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

Remote Learning Policy

Policy Reference:	AVA. 158
Description:	This document provides a framework for remote learning provision at the Academy.
Status:	Statutory Policy
Policy Audience:	Staff, Students & Parents/Carers
Academy Contact:	Principal
Other related AVA policies and procedures:	Exam Contingency
Governor Committee:	
Approved by the Governing Board on:	08.12.2021
Latest Date for Next Review:	14.12.2023
Version + Schedule of Amendments:	
Signed:	
Date of Signature:	14.12.2022

In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

Contents:

1. Rationale for a remote learning policy
2. Primary teaching overview for full or partial closure
3. Secondary teaching overview for full or partial closure
 - 3a. Live lessons
 - 3b. Academy approach in event of closure due to adverse weather conditions
4. Quality assurance of lessons taught through MS Teams
5. Overview of pastoral provision in secondary phase
6. Overview of those working in specific roles across both phases
7. Supporting students with access to their remote learning

1. Rationale for a remote learning policy

The closure of AVA in Spring and Summer 2020 came as a surprise to everyone and it was staff who demonstrated enormous levels of resilience and creativity in adjusting to new ways of working using a range of strategies. Despite this, we are very aware that we were working in circumstances which were very different and which our planning and training up until that point had not fully prepared us for.

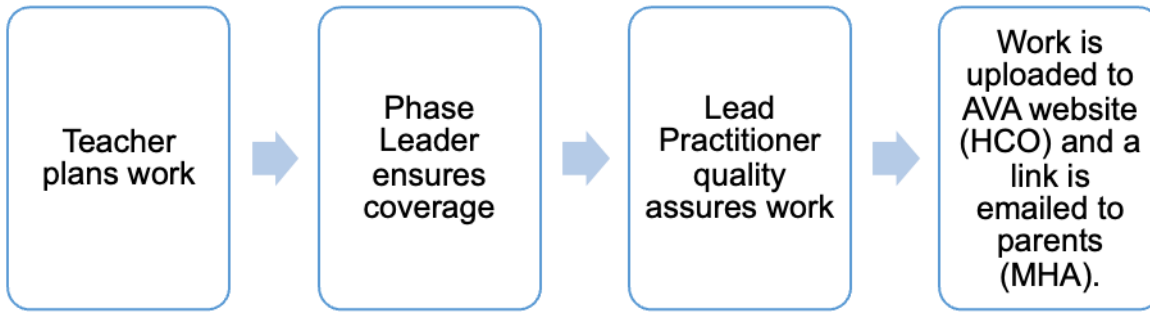
With this in mind and with the potential that AVA may need to be closed, either for a group of students or for the whole school, remaining high in Autumn 2020 we wrote this remote learning policy in order to be clear about expectations and be better prepared if we found ourselves in the unfortunate position of having to send our pupils home to work remotely for any period of time.

The National lockdown of January-March 2021 saw this policy enacted in its fullest sense and whilst the procedures contained within held up to the demands of the situation robustly, they have now been reviewed and updated in response to feedback from staff, students and parents, as well as updated guidance from the Department for Education – namely the Temporary Continuity Direction of August 2021.

It should also be remembered that this remote learning policy applies to situations unrelated to the Covid-19 pandemic and is now a key document in outlining how we provide education for vulnerable groups such as SEN students, low-attenders, school refusers and those working Isolation. To this end, we will work to ensure that there is remote learning provision for every lesson of the school day, including work for those unable to partake in practical lessons due to their absence from the classroom.

2. Primary teaching overview for partial or full closure

Work will be set by class teachers, phase leaders will ensure curriculum links and coverage and lead practitioners will quality assurance.



All children in all year groups (including Nursery) will have daily work set through a weekly schedule which will be posted on the website with a link sent via email at the start of each week.

At the end of each week all parents will receive a link to an online form which they will be asked to complete. This will help us to measure success and any problems they may have encountered and enable us to 'close the loop' as well as supporting future planning.

Every Monday the day will start with a Headteacher's Assembly in the format of a short video and then all children will receive three daily tasks. In nursery and EYFS, children will receive tasks in line with Early Learning Goals while in KS1-2 children these will cover Mathematics, English and a rotation of foundation subjects. Children in Upper KS2 will access their work via MS Teams.

All children will have access to video / audio content that is either online in real time or a pre-recorded release once a day. These sessions are highlighted in blue on the next page.

KS1:

	Task 1 - 09:00-10:00	Task 2 - 11:00-12:00	Task 3 - 14:00-15:00
Theme of the Week	(For example: All about me)		
Monday	English - Video of teacher reading a story	Maths	Scavenger hunt
Tuesday	Phonics - Video from teacher	PE activity	Art
Wednesday	Science - Teacher led	Maths	PHSE
Thursday	Phonics - Video from teacher	Music	Art
Friday	Handwriting	Maths – Teacher led	Complete online form to feedback success and any problems.

LKS2:

	Task 1 - 09:00-10:00	Task 2 - 11:00-12:00	Task 3 - 14:00-15:00
Monday	Maths	English - Teacher led	Music
Tuesday	Maths - Teacher led	English	Topic
Wednesday	Maths	English	PHSE - with teacher intro
Thursday	Maths	English - Teacher led	PE
Friday	Maths - Teacher led	English	Complete online form to feedback success and

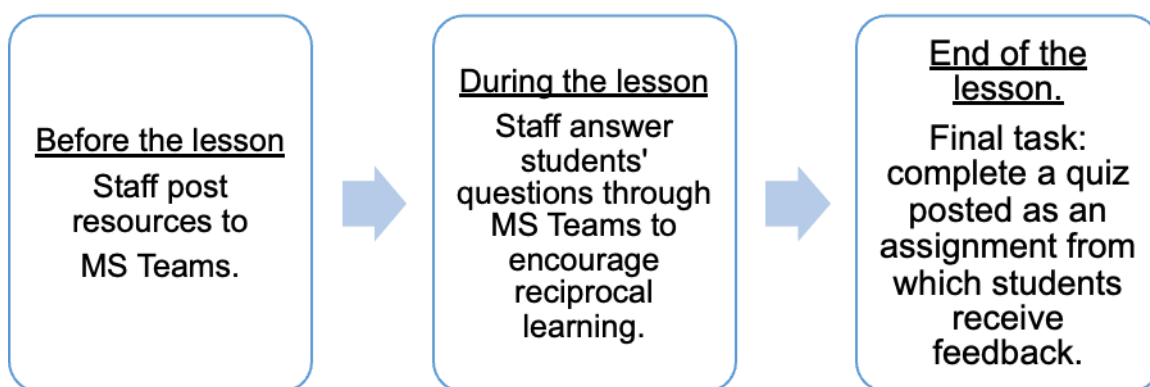
			any problems.
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UKS2:

	Task 1 - 09:00-10:00	Task 2 - 11:00-12:00	Task 3 - 14:00-15:00
Monday	Maths	English - Teacher led	Art
Tuesday	Maths - Teacher led	English	Topic
Wednesday	Maths	English	PHSE - Teacher led
Thursday	Maths	English - Teacher led	PE
Friday	Maths - Teacher led	English	Complete online form to feedback success and any problems.

3. Secondary teaching overview for partial or full closure

Teaching staff will follow the contingency plans of their respective department(s), as shared by the Curriculum Leaders. These plans all take account of the overarching principles of the remote learning strategy, namely:



Lesson format:

Starter	Main	Plenary
<ul style="list-style-type: none"> • A short video of the lesson topic that has been created by a member of the teaching team. • Teachers must refer to the Learning Outcome and the Steps to Success. • (Teachers can work in teams to produce videos for each lesson.) 	<ul style="list-style-type: none"> • A task which will consolidate the learning. • (This task will require students to manipulate key ideas to meet the learning objective of the lesson.) 	<ul style="list-style-type: none"> • Feedback from a self-marked quiz and a personalised written comment every three lessons minimum. • (The plenary allows the teacher to measure the progress each student has made.)

Notes:

- 1) If a teacher is isolating but not ill, the teacher is expected to continue monitoring MS Teams activity, responding to questions posted by students and assessing work submitted through Assignments.
- 2) If a teacher is ill and any/all of their groups are in lockdown, the nominated reserve teacher(s) will take over the posting of work, monitoring of MS Teams and feedback on plenary assignments and activities. Reserves should be coordinated by the Curriculum Leader and should be clear in the Department Contingency Plans, including the actions required if the CL is ill.
- 3) Depending on the numbers of students within a class that are self-isolating, it may be required for staff to create an MS Teams meeting link to send to these students in advance of the lesson, in order that they can join the lesson live as the lesson is taught in school. Many staff have used this method successfully in 2020-21 and further training and guidance will be provided when this becomes a necessary feature of our provision.

3a. Live Lessons

During the January-March 2021 lockdown, Secondary staff developed an offer of live lessons via MS Teams. The expectation was that 1 in every 3 lessons would incorporate this live format: namely a 10-20 minute segment at the start of a lesson where the teacher takes a register of students logged on and delivers a brief tutorial/lecture/explanation of a key concept or skill that students will then explore or develop independently in the remaining section of the lesson once the teacher has ended the live call.

From September 2021, in the event that AVA enters a full lockdown, with all staff and students working remotely, it will be our policy to provide a live lesson a minimum of every 3rd lesson. In some cases, it may be encouraged that staff opt to conduct them more frequently than this, particularly in subjects where teachers only see a class once a week, for example. If the nature of the lockdown sees teachers in school but a teacher's entire class in self-isolation, the requirement will be that every lesson taught has a live aspect to it.

The following protocols apply to live lessons:

Students must:

- Ensure cameras are turned on until member of staff asks for them to be switched off.
- Undertake live lessons in an appropriate setting where they are able to concentrate, ideally in the same room as a family member.
- Participate fully in lessons.
- Provide work as requested to staff.
- Keep microphones turned off until the member of staff specifically asks for them to be turned on.
- Not record sessions or take screenshots. Any breach of this rule will be taken very seriously, and our behaviour policy will be applied.
- Dress appropriately. This does not have to be school uniform but should be acceptable if you were in front of a teacher.
- Follow the normal rules and expectations of the Academy whilst taking part in live lessons, or using the 'chat' feature of Microsoft Teams.
- Use appropriate language at all times when speaking on Microsoft Teams.
- All students logging on and participating in live lessons are expected to abide by these rules.

By logging on to a live lesson, students are agreeing to abide by this code of conduct.

Staff must:

- Record all sessions. Recordings will not be made available but are for safeguarding purposes.
- Make sure students turn off their cameras for the remainder of the lesson once they have confirmed their attendance.
- Take a register at the beginning of each session and chase up any non-attendance the same day. Any concerns should be shared with Curriculum Leaders or Achievement Directors
- Ensure one in every three timetabled lessons is live, not including Period 6, for a minimum of 20 minutes
- Only carry out lessons during the school day (8.30am – 3pm)
- Where possible, use school devices to carry out live lessons.
- Never share personal details, including direct or social media contact details
- Only use their school version of Microsoft Teams (or School Cloud for parent meetings) to carry out live lessons and should ensure they are logged in using their school email address.
- Ensure students cannot bypass the lobby, so only students who are in the class are able to access the lesson.
- Staff must ensure the 'end the meeting' is in place at the end of the lesson
- Check tabs open on the computer are appropriate when sharing their screen
- Where cameras are on, they must dress appropriately and blur their background.
- Take control of the microphones and turn these off for all students until they wish students to verbally participate in the lessons.
- Put appropriate sanctions in place where students behave inappropriately, these can be discussed with your Curriculum Leader or Achievement Director.
- Report all safeguarding concerns as soon as possible (and always on the same day) on CPOMS. Any concerns about members of staff should be reported immediately to Gavin Gibson.

- All staff are agreeing to the above code of conduct when carrying out live lessons.

3b. Academy approach in event of closure due to adverse weather conditions

In the event of a school closure due to an adverse weather condition, such as snow, extreme heat or high winds, the Academy will deploy a Remote Learning procedure similar to that outlined in the Primary and Secondary teaching overviews outlined above. Communications with parents and carers will clarify that materials are available on Teams for each of the timetabled lessons in the school day (Secondary) or that activities can be accessed through the relevant areas of the school website (Primary). Staff will be instructed to ensure that these materials are available; in the Secondary procedures, the use of a plenary quiz will also be required for each session. Live lessons or video lessons will not be required unless the period of closure is for a significant number of consecutive days.

4. Quality assurance of lessons taught through MS Teams

Remote learning using MS Teams for years 5-13 will be subjected to the following quality assurance carried out as virtual learning walks using the criteria as set out below:

Non-negotiables:

- CL and SLT link are joint owners of the team.
- Classwork is set in line with the timetable.
- An AVA suitable video to introduce the work to the students? (every lesson in secondary, daily in primary).
- An independent task for students which will scaffold their learning.
- Evidence of a dialogue between the teacher and students using MS Teams either at the time of the lesson or at another time.
- The plenary of the lesson must be set as an assignment which is self /marked or acknowledged / marked by the teacher.
- Every third lesson will incorporate a live segment to set up the independent part of the lesson that will follow.
- Where staff are working on site but an entire class is self-isolating, all lessons will include a live section at the start of the session.

Best Practice:

- The work is differentiated using the AVA taxonomy for example, additional scaffolding for lower attainers and extension tasks for higher achievers.
- There is an opportunity for extended writing.
- The work allows students to make progress in line with what they might have done in class.
- Strands of the cognition or culture curriculum are covered by the activities.
- Success criteria are shared where appropriate.
- Clear feedback is provided. Written comment / SIR mark / quiz automatically marked.

Note on the elements of best practice:

It is unlikely and not expected that all of these boxes would be ticked for one lesson but over a spread of lessons and between multiple subjects, we would hope that any one student would receive a variety of each element.

5. Overview of pastoral provision in secondary phase

Role of Achievement Directors:

During a full or partial closure, Achievement Directors will coordinate a tutor schedule through MS Teams. Each year group will have their own MS Team and within this there are 9 channels, one for each tutor group.

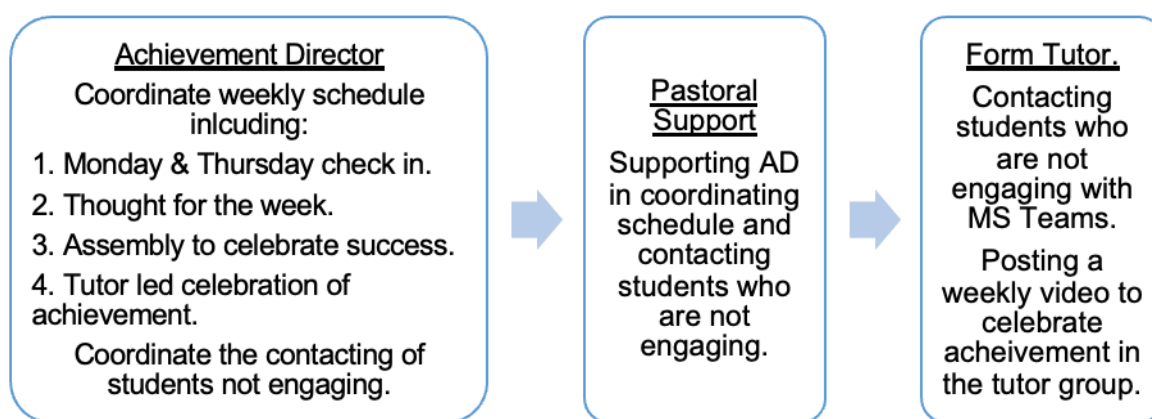
ADs will ensure that all students are able to start each day with a pastoral element to their education. The MS Team will also be used each morning to post a thought for the week, hold a live assembly to celebrate year group achievement and/or a tutor led message to celebrate achievements within the tutor group.

Role of Pastoral Support:

Staff will be expected to support with all the processes outlined above, as instructed by the Achievement Director.

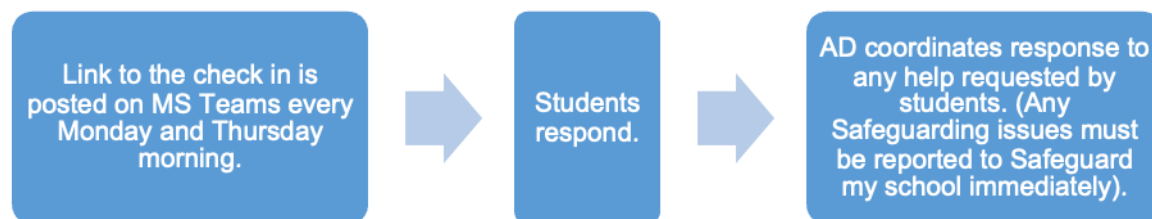
Role of Form Tutors:

Form Tutors will be expected to review the twice-weekly register/check-in for their group by visiting the relevant channel in the MS Team for the year group they tutor. They should monitor the MS Team channel for their form and answer any student questions posted there.



Twice- weekly check in:

In the event of a full or partial lockdown students will be sent a link to check in every Monday and Thursday morning. The link will ask students two simple questions: 1. Are you managing to complete your work? (Yes/For some lessons/Not at all). 2. Is there anything that we can do to support you during the lockdown? (free text).



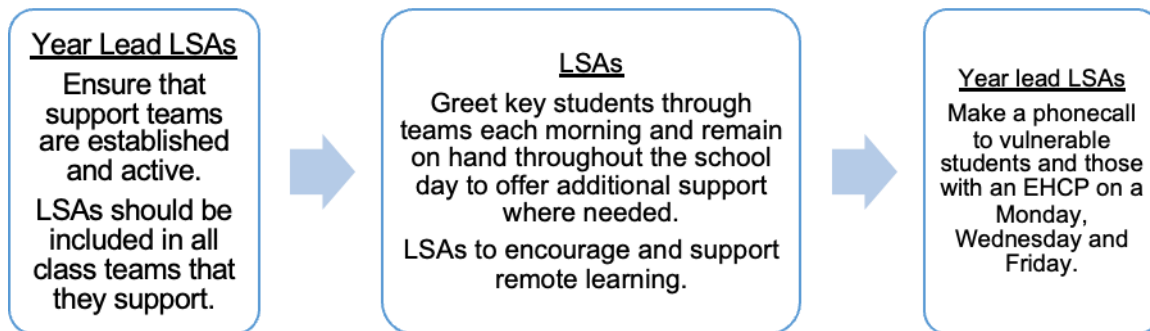
6. Overview of staff working across both phases

Role of Safeguarding Team:

The safeguarding team will continue to work remotely as directed by the DSL and respond to any further communications as necessary. Staff will be required to continue logging concerns on CPOMS in the normal way and these logs will be addressed by the safeguarding team. Weekly contact will be made to the most vulnerable students.

Role of SEN Team:

The team will work according to the contingency plan outlined by the SENDCo and respond to any further communications as necessary. Weekly contact will be made to the most vulnerable students.



Role of non-teaching and non-lesson support staff:

In the event of a whole school closure many support staff will be able to carry out their roles remotely however some staff who are unable to carry out their normal roles may be re-deployed to help in the implementation of this plan.

7. Supporting students with access to their remote learning

As an academy we will ensure our audits of student access to technology are up-to-date by conducting them twice-yearly. Where gaps are identified we will use a variety of means to support students with access to their remote learning, be this provision of a laptop, assistance with data allowances or supplying students with learning materials through alternative means due to their circumstances. School funds, Government schemes, charities and trusts and support from local businesses and private individuals were all used in the previous lockdowns and will be again in any future one.