



REMOTE and HOME LEARNING POLICY 2020 – 2021

Intent

Teaching online at CVEA during the ongoing COVID-19 pandemic will provide both teachers and students with a valuable educational medium that can continue to connect all parts of our learning community, to enable us to continue to deliver a high-quality education for the students we serve. The setting and delivery of all remote learning will be through a blended use of Class Charts and Microsoft Teams. The following policy guidance has been produced as part of our statutory requirement to provide education immediately, via remote learning for our children, due to the current and on-going COVID-19 pandemic.

The designated senior leader with responsibility for remote learning at CVEA is Mr L Tumelty.

This policy has been produced in conjunction with:

DfE Guidance

- KCSIE (1st September 2020) Annexe C
- Safeguarding and remote education in schools during coronavirus (Covid-19) (6th October 2020)
- Teaching online safety in school (29th June 2019)
- Review your remote education provision audit alongside advised guidance and reference documents (January 2021)

Guidance from SWGfL

- Safer Blended Learning
- Safe Remote Learning

In this policy, we have outlined our expectations of students, staff and parents, so that everyone understands that the safeguarding and well-being of our children in receiving a full and thorough education remains paramount. This is to ensure that every individual accessing the lessons feels safe and secure whilst learning remotely.

Online Learning Safe Use Guidance

At CVEA, we have decided to use Microsoft Teams. We have chosen this application because it best meets the needs of our school, the equipment we have at our disposal, and is compatible with our network provider.

Follow this link for further guidance and instructions for Microsoft Teams: <https://bit.ly/30MNI9X>

We have selected Microsoft Teams as our platform for our 'live' lessons at CVEA. Close monitoring will ensure the full safeguarding of both students and teachers and prevent information, images, or inappropriate content being used through the Microsoft Teams application.

It is our expectation that, as users of Microsoft Teams, both students and staff should report any additional problems around any inappropriate use of this application directly to the Head of School - Mrs J Owens via email Owens.J@cvea.co.uk, or the Designated Safeguarding Lead - Miss G Woollett via email Woollett.G1@cvea.co.uk, or at the Academy on 0191 594 6330.

Invitation to the lesson

To calendar and initiate the live streaming of lessons, the teacher will be required to use the Academy system (school email). Any other access will not be authorised. No personal email accounts are to be used in this instance.

Filtering and Monitoring

As part of our ongoing commitment to the safeguarding of both our children and staff, constant monitoring of everyone's use of Microsoft Teams, led by our SLT in charge of IT, will be in place to ensure that any inappropriate use or problems are reported and rectified as soon as possible. All activity is monitored through our eSafe software, Forensic Monitoring by esafe Global. This company monitors all online activity of staff and students who use their school email accounts and/or school devices. Any concerning activity, including words, searches or topics, is identified and a notification sent to Mrs J Bridges CEO and Miss G Woollett DSL for investigation and action.

Equipment

The school's RM administrator controls the user's access to Microsoft Teams and can disable or enable access at any time. Irrespective of whether you are using your own equipment or the school's equipment, we will still seek your agreement to follow and adhere to our school's 'acceptable use' policy that highlights clear expectations of the use of equipment. If a student does not adhere to the policy concerning acceptable use, or uses the school's equipment in an unacceptable manner, then consequences will follow. Staff are also responsible for adhering to the acceptable use guidelines within this document. If staff or students need to request access to ICT equipment to support online/remote learning, they should email Mr M Appleton (Appleton.m@cvea.co.uk).

Expectations of Children

At CVEA the following expectations are in place and should be followed by all students:

- I will use the equipment and the Microsoft Teams application safely and appropriately at all times. (See student and parent handbook.)
- I will use the equipment and Microsoft Teams application for education purposes and learning only whilst in lessons.
- I will report any issues of concerns directly to my parent/teacher/school.
- I will be available for my log in and lesson between the hours of 09:00-14:30
- I will not record the session or cause it to be recorded.
- I will seek help from the teacher through the chat function or hands up.
- I will not have any other person present during the session, except for a parent/carer who is responsible for my supervision in the family home.

Expectations of Parents and Carers

At CVEA, the following expectations are in place for parents/carers:

- I will support my child in using the equipment and application safely and appropriately at all times.
- I will not record the session or cause it to be recorded.

- I will not distract, sabotage or detract from my child’s learning during the session.
- I understand that the school will take action if they have any concerns regarding my child’s behaviour or inappropriate use of Academy loaned equipment.
- I agree to comply with the school’s acceptable use policy as well as this remote and home learning policy.

Expectations of Staff

At CVEA, the following expectations are in place for staff and are adhered to in conjunction with the school’s staff behaviour code of conduct:

- I will use the equipment and application safely and appropriately at all times.
- I will follow the expectations of our school’s staff behaviour policy at all times.
- I will provide online learning as per my timetable.
- Any live Teams lessons should take place in school time during core hours and must be hosted and supervised by the class teacher at all times.
- I will not record the session or, if there is a reason to do so, I will notify all parents and pupils of this, the purpose and where the recording or any data will be stored.
- I will adhere to GDPR guidelines to maintain the data protection of all information regarding the children I am educating.
- I will report any concerns directly to the Head of School/Designated Safeguarding Lead.
- I agree to comply with the school’s acceptable use policy as well as this remote and home learning policy.
- I will schedule any live lessons via the calendar in advance of the lesson to ensure students are focused on their work at the right time, and can let their parents know.
- I will try as much as possible to deliver the students’ ‘live’ lessons from an environment that is quiet, safe and free from distractions.
- I will ensure that I am in professional dress if using the video function on the call. There is NO requirement for staff to share their video.

One-to-one Teams Lessons Guidance for Staff

To further safeguard staff we are asking staff to choose one of the following options if they are in a Teams meeting or lesson with fewer than three students:

- Leave live Teams and do chat function only / email (use Voiceover PowerPoint instead).
- Include an additional member of staff on the Teams call and advise the student(s) of this (could be any staff member or SLT).
- Speak with DOS to check, if anticipated numbers are low, whether or not two classes could be combined for the Teams element and both teachers can then be present.

Consent From Staff

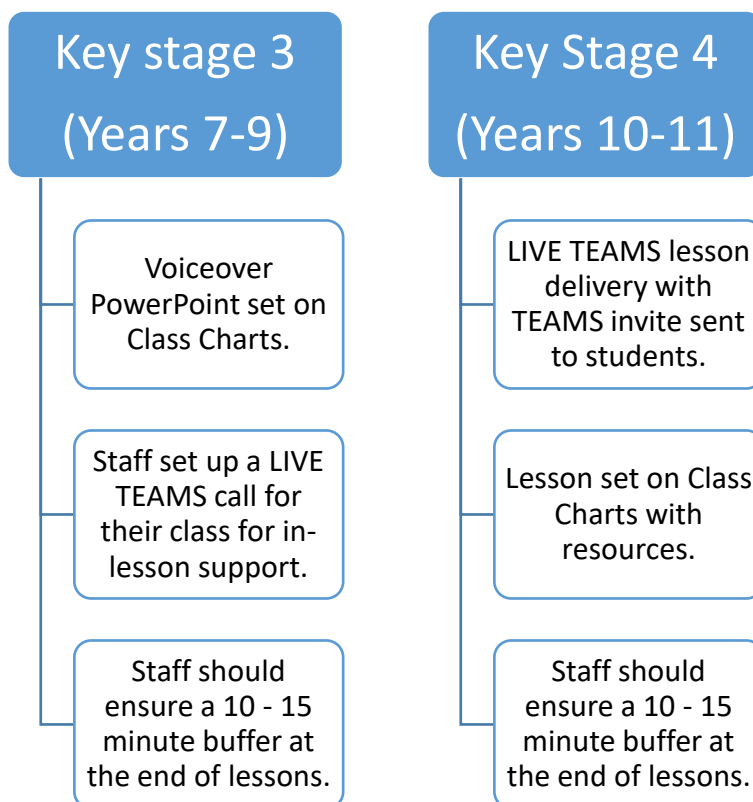
I agree to comply with the school’s acceptable use policy.
 I agree to comply with the school’s remote and home learning policy.
 I agree to use the application and equipment appropriately and safely at all times.

Name of Staff..... Signature of Staff.....Date.....

Remote Education Plan

All students are set work that is of equivalent length to the core teaching pupils would receive in school. Therefore, all children within CVEA receive a minimum of five hours tuition a day. All staff are expected to follow our carefully sequenced curriculum to support children both in class and remotely. Where adaptations have been made to the curriculum, it is due to the nature of the subject, such as those with high practical elements. Suitable changes have been made to reduce the impact, as much as possible, on student learning and progress.

Lesson delivery overview:



Lesson Delivery

- Lessons should be set on Class Charts in advance making use of Voiceover PowerPoints (VOPs) and any other resources that can be used to support learning, in line with the prescribed curriculum for subject areas. Staff can utilise pre-prepared resources e.g. Oak National Academy <https://www.thenational.academy/>.
- Staff should set up a "Team" for each class (where possible) and schedule a live Teams call for each lesson. Staff should schedule the lesson for the usual lesson time. Staff DO NOT have to put their webcam on, audio only. If staff do, they MUST follow the protocols in terms of dress code etc.
- Staff should initiate the use of the chat function with a simple "welcome" message to begin the chat.
- KS3 lessons involve a live element via Teams in combination with the work set via Class Charts. This could take the form of using the live chat function. Staff could share their PowerPoint during the call to share lesson activities.
- KS4 lessons involve full live teaching using Teams. There is no expectation for staff to talk continuously during the lesson. Staff should plan appropriate time for students to complete work within the lesson involving 'quiet working time'.

- Live Teams lessons should be scheduled in advance of when the lesson is to take place.
- The key to the smooth running of these lessons is effective planning. The lesson should take a similar format to what would be used in the classroom. Planning is undertaken, where possible, to regularly engage and interact with students. For example, by asking students to unmute to give low stakes answers or use the chat function to give an answers etc. See Appendix 1 for lesson delivery structure ideas.

All lessons will still include starter activities, weekly tests etc as a form of ongoing assessment and will be tracked in the usual ways.

When delivering lessons staff will ensure a ten- to fifteen-minute transition period at the end to allow students and staff time to move between lessons smoothly.

All Key stage 3 students will take lunch 1215-1245.

All Key Stage 4 students will take lunch 1300-1330.

Please see lesson timings below to help support the scheduling of lessons as the expectation is students and staff follow the usual school timings as much as possible:

Period 1:	0900-0950
Period 2:	0950-1040
Period 3:	1040-1130
Period 4:	1130-1245
Period 5	1245-1340
Period 6:	1340-1430

Setting and Monitoring of Student Work

- The setting and monitoring of work will take place on Class Charts.
- When work is set, the lesson title should be clear and related to the work completed in that lesson. Instructions for the lesson should also be clear and concise for students to follow (see example below). When work is set the “issue date” is set for the day of the lesson, or in some cases the day before to allow for pre-reading.
- Students should send their work to staff either via email or by submitting it on Teams by staff setting an assignment.




Template name *

Keep track or group your templates by name

Name *

Name of homework

Describe the task for your students *

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Hi all,

Today we are developing our knowledge on the effects of exercise and stretch training. I have sent a link to a live TEAMS call where I will be able to explain the work and offer any help you may need.

1. Open the voiceover powerpoint and complete the workout by clicking the link which will take you to the workout using SWORKIT. SEND ME A SCREEN SHOT OF THE CONGRATULATIONS PAGE WHEN YOU COMPLETE THE WORKOUT FOR A POSITIVE CLASS CHART POINT.
2. Next in the powerpoint you will see details of how to login to doddle. Please complete todays theory work which is reading parts 1-3 of the effects of exercise powerpoints, then complete the quiz. (It shows me when you have submitted the quiz automatically.)
3. Complete the exam questions found at the end of the powerpoint and self assess your work using the mark scheme.

EXTENSION: Explore the SWORKIT app and other online physical activities like Joe Wicks. If you send a screen shot of any completed workouts I will give additional class chart points.

Any questions please ask via email or in the TEAMS chat.

Thanks

- When recording/monitoring lesson participation/work completion the following process will be used: Red = not attended teams/no work submitted; Green = attended teams call and work submitted; Yellow = attendance to Teams only; Blue = work submitted only. (Heads of Year will email daily information relating to students who should be coded blue for any other authorised circumstances.)
- Staff will monitor and update Class Charts promptly as this information will be used weekly to monitor student engagement. Mr Marshall will monitor this weekly and action will be taken where needed.

Providing Student Feedback

Providing feedback to students is an essential aspect of the teaching and learning process. To ensure consistency across the academy and to make the process manageable for staff, please see below some suggestions and guidance around providing specific feedback during remote learning:

- After the deadline for work has passed, staff could send a class email with general comments around what a good piece of work included/looked like, as well as general misconceptions/improvements that could be made.
- Where appropriate, staff could also include in this email an exemplar piece of work to demonstrate the comments made.
- Staff should also provide immediate feedback within the chat where appropriate, in response to student questions.
- During the live lessons staff should make use of self-assessment during task work, such as the starters. Students should be encouraged to unmute, to inform the teacher of their marks, which helps with engagement.
- Immediate verbal feedback should be given in the lesson where appropriate through class discussion.
- Staff could also provide specific feedback on pieces of work using the assignment function within Teams.
- When receiving emails of student work, staff should create inbox folders for each class to keep a record of student work. This also helps when it comes to monitoring the return of work on Class Charts.

Student and Parental Follow up

Student and parental follow up is an essential strategy in order to maintain and improve engagement within remote learning. The following process will be used to ensure consistency across the academy:

Parental Contact

- Heads of Year (HOY) will send a weekly email to parents/carers, where it is deemed necessary, based on the monitoring information taken from Class Charts.
- A positive email will be sent to parents of students who are attending all live lessons and completing all the work in that week.
- An email will also be sent to the parents where it is evident that students are not engaging in remote learning.
- It is ONLY HOY who are to email/contact parents/carers initially, NOT teaching staff. This helps control the flow of communication to parents/carers, so that parents/carers understand the

big picture of their child across the whole school and do not become overwhelmed by the amount of correspondence they receive.

Student Contact

- Class teachers are encouraged to send emails to the class group and individual students where appropriate, to create a positive climate for learning, where staff can use it as a platform to congratulate students on the work they have produced and to let students know who are receiving positive class chart points.
- Staff should award positive Class Chart points ONLY. This should be done in the usual way to reward students for their efforts.

Supporting Students with Additional Needs

The following measures have been put in place to support our students with additional needs including vulnerable children and children with SEND. This is aligned as close as possible to the in-school processes we have in place:

- Bespoke contact for identified SEND children to support access to independent remote learning.
- Adapted nurture provision to ensure identified SEND students are still accessing a broad and balanced curriculum.
- Ongoing CPD for staff to ensure they understand how to design remote learning activities to support students with additional needs.
- "SEND support at home" hints and tips sheet shared with parents and carers and available from the CVEA website.
- Pupils at CVEA who are at Tier 2, LAC, CIN or CP have been supplied with a laptop/dongle from CVEA if they have required it. All professionals from Together for Children (TfC) working with the families were asked to request a laptop from TfC in line with Government Guidelines and also the local offer from TfC.
- Students' engagement in remote learning to be monitored by heads of year and the SENCO. This happens via daily monitoring of lesson attendance/completion.
- Teachers are available during each lesson via either the Teams chat function or live on video call to support and interact with students with additional needs.

Quality Assurance of Remote Learning

This will take place at designated points during our remote learning provision. Both Directors of Subject and senior leaders will be involved in the process to ensure consistency across departments, as well as the whole school. The focus is on the monitoring of students' work. The quality assurance process could consist of the following aspects, but is not limited to:

- Student Voice via Teams.
- Examples of feedback submitted to selected students.
- Monitoring of Class Chart entries for both the setting and submission of student work.

Quality assurance will NOT be monitored for performance management and/or disciplinary purposes.

Communication

When working remotely and in an environment with regular change, clear lines of communication to all key stakeholders is essential. Please see below how CVEA engages with all key stakeholders to ensure communication is shared clearly and effectively:

- All work for students is set on Class Charts, in which both parents and students have access.
- Parents, staff and students are updated regularly by key staff using the email system as well as the parent app and website where appropriate.
- Live online staff briefings and training events.
- Virtual parents' evenings.
- Senior leaders discuss/review remote learning during weekly SLT meetings.
- The governing body are reported to regularly by the Head of School and CEO.

Wellbeing, Safety and Monitoring Systems

The wellbeing of both staff and students within our Academy is a priority at all times. This is more so the case during remote learning and when considering the effects COVID-19 is having on people's lives. Please see below how CVEA helps support and monitor the wellbeing of both staff and students:

- Additional guidance and support emailed and published on the CVEA website from the NHS around how to deal with the effects COVID-19 whilst at home.
- Parents/Carers have been given information on how to support their children and who to contact if they are worried re safeguarding concerns.
- Addendum to CP policy has been completed, placed on website and shared with staff.
- Daily check-ins with our most vulnerable students to support and monitor their wellbeing.
- Face-to-face welfare checks carried out with identified students every Thursday by Attendance Officer. Any concerns are reported and followed up.
- Counselling meetings for students continue to operate for our most vulnerable.
- In line with DfE guidance, a place in school offered to those pupils who continue to struggle with their mental health and require structure/support of accessing a place in school.
- Information shared with parents via Head of School. Update of services that can be accessed and staff they can contact if they are worried about their child about anything, but particularly mental health.
- CVEA is part of the National Healthy Breakfast Scheme and our provision is continuing during the lockdown period to support all children, whether they attend school or are working from home.
- All staff and students have free access to a premium fitness app called "SWORKIT" as we value the importance of physical and mental wellbeing. This app helps promote an active lifestyle within the confines of remote working.
- Staff voice surveys will take place to ensure, as an academy, we understand the needs of our staff so that we can best support them.
- As much as possible we have adapted our extra-curricular/house system events to ensure students and staff can engage in whole-school activities "virtually". This is important to develop the sense of community that would normally be evident when our academy is open.

- CVEA has links with local partners such as the Sunderland Change4Life programme and Sunderland School Games organisers to share best practice and engage in activities beyond our academy that support the wellbeing of our community.
- PSCE curriculum to be adapted so it is topic-based about mental health, wellbeing, online safety to reflect the challenges of remote learning and live lessons.

Key Staff

Please see below the names of key staff and their area of responsibility. This will ensure staff and parents can contact the most appropriate person to answer any queries during the remote learning process. If you do not have the direct email address for the named staff below, send your email to enquiries@cvea.co.uk and name the key member of staff for whom the email is intended.

Miss Kate Brown: Class Charts queries.

Miss Shauna Hanna: Integris/administrative queries.

Miss Grace Woollett: Safeguarding Lead.

Mr Anthony Marshall/HOY: Pastoral related queries.

Mr Mark Appleton: Laptop provision for students.

Ms Anita Payne: Key worker/vulnerable in school provision.

Mr Michael Ruddick: Queries relating to exams/data etc.

Head of department: All subject related questions and questions about the protocols laid out in this document as a first point of contact.

Mr Lee Tumelty: Remote Learning Lead.

Mrs Jo Owens (Head of School): All other queries.

Additional information

All information with regard to remote learning at CVEA, including this policy document, can be found on the CVEA website: <https://www.castleviewenterpriseacademy.co.uk/>

Appendix 1

Strategies for Effective Remote Teaching & Learning

The below guidance has been informed by both government guidelines, research and what has worked well for teachers at CVEA during lockdown to achieve good progress with students. This process can be adjusted and adapted to suit each subject area as this is essentially what “good” teaching is.

1. **Start the lesson with a RECAP starter activity:** This gives quick gains for both the teacher and the student. It provides immediate engagement in the learning and a confidence boost to students. It also informs the teacher of some basic knowledge retention.
2. **Connect the learning and share the LO:** Giving students the big picture of where they are in their learning is crucial. Fully verbalising this via voiceover PowerPoint or during live teaching where possible helps students fully understand what has been learnt and what they are learning today.
3. **Introduce the new learning:** Introduce new lesson content in a clear and concise way. Many students cannot read for understanding. So again using voiceover here is an excellent way to share this new information. When verbalising the explanation, aim do this in three different ways so that the content is differentiated to challenge all learners.
4. **Model the task/activity:** This is the key to ensuring students fully understand the work and so that you get quality submitted. Use structures and exemplar work. Set a task to test the students understand the structure they are going to use. E.g. pick out the model structure in the extract/answer on screen.
5. **Independent application:** Using the model structure from stage 4 gives students the opportunity to apply the new learning that has taken place in a structured way.
6. **Purposeful Feedback:** Now more than ever, feedback to students is so important to help them progress. Students should submit the work to you from the lesson. Staff should then read over this work and make notes of common misconceptions and pick 1-2 that will have the greatest impact on the group. This should then be shared either via email to the class and to ensure they all receive it, make it part of the opening slides/address of your next lesson. Where appropriate email students directly with individual feedback. This creates the personal touch and relationship building aspect we are so used to having with our students.
7. **Routine:** Choose a routine for your lesson and stick to this structure. Just like if we were in school this helps students understand the work and expectation within that lesson.