Remote Learning Policy

Date of Issue: September 2021

Date of Review: September 2022

1.   INTRODUCTION

1.1   This information is intended to provide clarity to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts of students to remain at home.

1.2   Our aims:

      i.   To minimise the disruption to our students' learning because of school closures

      ii.   To support our students' ability to pursue online learning. Students will be able to access a range of online learning platforms and resources, as outlined in this policy

1.3   We recognise that this does not replicate the experience of being in a classroom. However, we are putting this in place to ensure that, during a school closure, the disruption to students' learning is minimised.

1.4   This document aims to ensure that learning during any disrupted period is clearly articulated, and online learning is effective, impactful, safe, and accessible.

2.   SCOPE

2.1   The policy applies across three levels:

      i.   LEVEL 1 – A student is absent from school for a pre-agreed reason or is well but unable to attend school due to a period of advised self-isolation.

      ii.   LEVEL 2 – One or more-year groups are required to stay at home and self-isolate while normal school continues for other year groups

      iii.   LEVEL 3 – Footsteps is in lockdown with only a very small number of students in school (keyworkers / vulnerable).

2.2   This policy does not apply in situations where:

      i.   A parent makes the decision to absent their child from school as a precaution against the outbreak of an infectious disease but contrary to official medical advice from Public Health England, the UK government, or the World Health Organisation

      ii.   A student absents themselves from school without prior authorisation from Footsteps, with or without parental permission.

3.   PRINCIPLES

Footsteps Trust. Registered Charity No. 1146215

A: The Footsteps Sports Academy, New River Sport and Fitness Centre, White Hart Lane, Wood Green, London N22 5QW
W: www.footstepstrust.com

1

3.1   We teach the same curriculum remotely as we do in school wherever possible and as appropriate. However, we have needed to make some adaptations in some subjects. For example, class discussions will be limited, and practical elements of subjects are adapted that we might usually undertake in physical education of design & technology.

3.2   Students and parents must be aware that:

      i.   Attendance and engagement are not optional.

      ii.   Live sessions will be recorded for school safeguarding purposes only.

      iii.   Students are expected to engage with online lessons and activities every day. If a student is unable to engage in learning through sickness or because of a medical appointment, Footsteps should be informed.

3.3   During Footsteps` full closure or partial closure, parents/carers will be provided with:

      i.   Updates through email.

      ii.   Learning expectations for each year groups clearly outlined with work being available for download via students' emails and through the post.

      iii.   Directed online learning tasks will be delivered via Zoom and Teams

      iv.   Some live learning opportunities to be presented via Google Classrooms and Google Meet.

      v.   A variety of activities, i.e., using technology and not using technology.

What to expect from immediate remote education in the first day or two of students being sent home

3.4   Remote education provision will be made available immediately, however, it may look different from our standard approach e.g., we may hold an assembly at an extraordinary time to share information with students. Work will be posted on Teams and where viable teachers will provide children access to live lessons.

Length of school day

3.5   Where practical, we would expect students to work for approximately the same amount of time remotely as they do in school. To support parents in the event of a full lockdown, we have devised a special lockdown timetable with short breaks between lessons to allow for logging off / on and refreshments.

Access to online remote education

3.6   Zoom and Microsoft Teams will be the main platforms used for remote learning. Footsteps aims to make a distinction between home learning Tasks set on Team and Remote Learning

Children who do not have digital or online access at home

3.7   We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

      i.   We post packs of printed materials home as needed.

      ii.   Students can access materials and submit work to their teachers through emails from a mobile phone if they have limited online access.

Monitoring engagement and feeding back to parents

3.8   The primary method of monitoring engagement will be through Schoolpod. Staff will register attendance and will check completion of remote learning. If there is a concern with a child's engagement, this will be communicated through phone calls. Parents will receive notifications via emails and text message. Footsteps will try to avoid bombarding parents with information.

Assessing work and progress

3.9   Footsteps will continue to monitor the effort and progress of students through the half-termly reports and academic tracking. In the event of a closure, the reports will be maintained.

3.10   Teachers may choose to feedback on individual pieces of work in a variety of ways, for example:

   i.   Providing feedback to the whole class focusing on a misconception

   ii. Highlighting excellent work in a live lesson

   iii. Putting marks or comments on work

   iv. Setting a piece of work which provides instant feedback e.g. self-marking quiz

Additional support for students with particular needs

3.11   We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students by providing small group and individual remote learning sessions.

3.12   Footsteps will:

- Share additional resources and support through emails from the SENO
- Share resources and advise on the website
- Provide additional support e.g. training on how to access online provision
- Differentiate materials for a small number of students
- Provide in-school provision
- Provide weekly meeting opportunities with key students

Remote learning for self-isolating students

3.13   Where individual students need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole groups described above. This is due to the challenges of teaching students both at home and in school.

3.14   In this situation, Footsteps will expect the child to:

- Follow their normal school timetable where practical (assuming that they are well)
- Engage with the learning set in online and keep up to date with Home Learning set.
- Submit their work to their teacher or show the work to the teacher on their return.
- Communicate with their teacher either via private message on Teams or by email
- If a group of students are self-isolating, Footsteps may be able to provide additional resources.

4. ROLES AND RESPONSIBILITIES

Footsteps Trust. Registered Charity No. 1146215

A: The Footsteps Sports Academy, New River Sport and Fitness Centre, White Hart Lane, Wood Green, London N22 5QW
W: www.footstepstrust.com

3

Footsteps Management are:

- To be available to respond to the concerns and questions of parents and staff.
- To monitor the content of set learning across Footsteps.
- To arrange for the training of staff and students in the use of technology to support online learning.
- To keep parents and staff informed of updates and official communication during Footsteps` closure.

School Management is responsible for ensuring that:

- Online learning commences as quickly as possible after school closure
- All online safety guidelines are reiterated to parents, students and staff
- Teachers are well versed in online learning best practice
- Expectations are clear to all stakeholders
- There is clarity for learning expectations during the closure period
- Where possible, resources are prepared in advance of any closure
- The safeguarding of both students and staff must be maintained. All the same policies, rules and guidelines remain in place, and adherence to all statutory guidance is required, these include the additions to the safeguarding policy
- Online Safety incidents are dealt with in accordance with the procedures outlined in the Online Safety Policy, Student Remote Learning Agreement and the Parent Consent for Remote Learning. We will, where known, inform parents of incidents of inappropriate online behaviour that take place out of school
- We continue to provide quality pastoral care during school closure or remote learning

The Student is responsible for ensuring that they:

- Set aside the scheduled time each day for attending to the online learning identified as part of their timetable.
- Read Team directions carefully and follow their teachers' instructions
- Aim to complete all work as prescribed
- Do the work provided to the best of their ability and as independently as possible.
- Understand their specific learning expectations.
- Follow the Student Acceptable Use Procedures and the Footsteps Trust Student Remote Learning Agreement (see Appendix 1), making responsible choices.
- Are equipped to use Teams
- Are ready and register for lessons on time
- Are sat in a suitable learning environment and have the correct equipment with them
- Complete work to a high standard.
- Turn off camera
- Mute microphone except when required to contribute
- Only make comments in the chat facility as directed by the teacher; these must be responsible.
- Do not eat or drink during live lessons. There will be time for refreshment and toilet breaks between sessions.

The Teacher is responsible for ensuring that:

- Students are set work that is accessible, engaging, and relevant to course of study
- Work is set in accordance with their remote learning timetable.
- Assignments are set in a way that allows creativity and differentiation by the students

- They inform the IT Network Manager if they experience technical issues or have feedback to improve the process
- They prepare live lessons to be presented on Teams.
- Students know how to access online platforms and have their usernames and passwords prior to school closure
- They respond to student and parent questions (there is no expectation out of school hours)
- They assess and provide feedback on work, when appropriate.

Parents/Carers are responsible for ensuring that they:

- Ensure that their child has a suitable workplace and are not interrupted by others at home.
- Are not visible on the screen during live lessons and do not communicate with the teacher during these sessions.
- Ensure that their child has appropriate internet access to participate in online learning.
- Know where to look to see if work has been set by the teacher.
- As far as possible, play an active role in their child's learning.
- Refer to Appendix 2 – Footsteps Trust Academy Parent Consent for Live Student Online Sessions.

What students will need for learning:

- Access to the internet and a remote device
- Work booklet, paper or notebook and writing materials
- A reading book or knowledge of how to access the digital reading platforms
- Access to Teams or Zoom
- A regular schedule and routines to support good learning habits. e.g. wake up time, breakfast time, start work time, breaks, etc

APPENDIX 1

Footsteps Trust Student Remote Learning Agreement RULES

- I will only use technology for school purposes as directed by my teacher.
- I will turn off my camera and microphone on entering a live lesson and will not unmute my microphone without the permission of the teacher
- I will only use technology with parental permission, and when they know I am using it.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology such as Microsoft Team and other interactive applications, this includes the resources I access and the language I use.
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher or my parent/carer.
- I will not record or take photos of my classmates or teachers during a Remote Learning session
- I understand that when using applications provided by Footsteps that my use can be monitored and logged and can be made available to my teachers.

- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied, and my parent may be contacted.

GUIDELINES

When using Microsoft Teams, remember that this is an extension of the classroom, and you should conduct yourself as you would in a classroom. This includes:

- Working in an environment that is quiet, safe, and free from distractions.
- Being on time for your interactive session.
- Being dressed appropriately for learning.
- Remaining attentive during sessions; no multitasking i.e. on another device or phone
- Interacting patiently and respectfully with teachers and peers
- Providing feedback to teachers about your experiences and any relevant suggestions
- NOT recording or taking photos of online interactions.
- Ending the session as soon as the teacher indicates to do so.

APPENDIX 2

Footsteps Trust Academy Parent Consent for Remote Learning

4.1 Our approach to teaching and learning for classes who are not in school (e.g. due to lockdown or isolating) is primarily through the delivery of lessons on Team.

4.2 We also provide some live staff/student online sessions, to further enhance our provision, which is a very safe and secure platform. Alongside our Acceptable Use of IT Policy for Students, we have the Student Remote Learning Agreement, which provides additional rules and guidelines.

4.3 The document outlines the parameters which all students are expected to adhere to, to engage safely in the sessions. Parents are expected to read through and discuss the Remote Learning Agreement with their child and ensure that their child follows the terms of the agreement. Any concerns or queries can be discussed with the Head of Teaching and Learning.

4.4 To facilitate these sessions during school closure, parents should support their child/children by:

- providing them with a workspace that is quiet, safe and free from distraction with an adult nearby
- making sure that they are dressed appropriately for live lessons
- ensuring that communication in lessons is only between the teacher, student, and their classmates. Parents should not contact the teacher during a live lesson (any parent to teacher communication should be in the usual manner, via email)
- not recording, sharing, or commenting on public forums about individual teachers.
- acknowledging that they have shared and discussed Remote Learning with their child. It is vital that the child agrees to the rules.
- Celebrating remote learning successes with their child and discussing any remote learning referrals.

During a closure, teachers will be sharing achievements and issues e.g. missing work via emails, post and text messages.

Usernames and passwords are supplied by Footsteps; parents will be informed of these. If there are issues logging in parents should email the Academy Leader, and request

assistance. Our IT team can then reset their username and/or password and will let them know what it is.