Remote learning Strategy

Overview vision and rationale:

Objective:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious: students are provided with equal opportunities
- Remote education is high quality and aligns as closely as possible with our in-school provision.

Virtual learning policy- safeguarding, terms of use and fair access

(Please see Mulberry Academy e-safety policy on the website)

Safeguarding considerations for communication on Microsoft Teams

Chat

Students and staff have access to the chat facility on Microsoft Teams. The expectations of chat is that there will be no:

- use of inappropriate language
- talking about things that aren't related to the subject
- distracting or hindering other students
- ignoring an instruction from a teacher
- fighting, bullying or being offensive

Teachers will remove any inappropriate chat immediately and report to Heads of Year or Child protection

Email
- All students and staff have a network account and individual email address.
- Students must immediately tell a teacher if they receive offensive e-mail.
- Students must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- E-mails sent to an external organisation should be written carefully and should mirror letters written on academy headed paper.
- The forwarding of chain letters is not permitted.

Safeguarding considerations on delivering online learning and live lessons

This document has be drawn up from guidance from the Department for Education, NSPCC and The Key for School Leaders.

1. **Professional boundaries**

   Staff engaging with pupils online have a responsibility to model safe practices at all times and should always maintain appropriate professional boundaries. Any behaviour, which could be misinterpreted by others, should be avoided and any such incident must be reported to a senior leader.

2. **Conduct and dress**

   Staff engaging in online learning should display the same standards of dress and conduct that they display during a normal school day; they should also role model this to pupils and parents/carers.
   Staff, when delivering online lessons/meetings with pupils should consider the following points:
   - Ensure the background is appropriate i.e. photos, artwork, identifying features, mirrors. Ideally, the backing should be blurred or a standard image displayed.
   - Wear suitable clothing – staff and pupils should be fully dressed.
   - Do not discuss anything personal to you or the student.
   - Be aware of displaying overt emotions.
   - Only contact pupils in the times agreed with line managers.
   - Teachers should always be in neutral areas where nothing personal or inappropriate can be seen or heard.
   - Staff and pupils should be in living/communal areas - not bedrooms; pupils must be seated in a shared area of the home.

3. **Consent**

   Pupils and parents/carers must consent to participation in online teaching.

4. **Pupils registration**

   A register must be kept of all pupils and staff who participated in the session.

5. **Data protection considerations when recording online lessons/meetings**

   Any video recording may constitute personal data if it contains personal images or voices of identifiable people. Therefore, if staff wish to record the lesson they are teaching or a meeting where they are the host, they should consider the following data protection principles of transparency, lawful basis and retention timelines:

   - **Transparency**: Prior to the start of any recording, the meeting host should inform the group that the session is being recorded. This will give people the opportunity to turn their webcams off if they are active.
   - **Lawful basis**: The lawful basis for recording lessons and work-related meetings is 'Public Task' i.e. to promote and advance education and learning in the public arena.
   - **Retention timelines:** Recordings are to be kept for no longer than the purpose they were obtained for, or within mandated legal timelines e.g. for assessment purposes. Once the timelines have passed the recording must be deleted. Any online lessons that have been recorded will be reviewed every twelve months and deleted accordingly.

Note that the chat function in Microsoft Teams, as well as any recordings would be subject to an access data request if a student's name is used or if voice is identifiable.

Any recordings must be safely stored within Microsoft Teams and not shared in any other platform.

6. **Behaviour code**

Pupils need to be clear that this is a lesson, and as such behaviour must replicate a normal classroom face to face session. Therefore:

- Pupils should not eat, drink or chew gum when participating in online lessons.
- If cameras and microphones are on, pupils should listen carefully and interact positively at all times.
- Body language is important in online lessons. Pupils should be aware of how they present themselves.
- Pupils should be in appropriate dress for lessons.
- Pupils should arrive to the remote lesson on time.
- Pupils should not do other things – even if work- when participating in online learning. All other devices should be on silent or off, to avoid distractions or interruptions.
- When responding in chat forums, pupils should be reminded to always use professional and formal language.

If pupils do not adhere to guidelines for remote learning, the schools behaviour code/routines will be followed.

Fair access

At Mulberry Academy Shoreditch we are committed to all students having equal life chances. We therefore commit ourselves to the following in relation to VLE:

- Subject curriculum provision is equitable meaning all subjects provide an online curriculum of the highest quality
- Where student are identified as SEND the teacher and learning support Team which monitor curriculum provision, ensure that it supports specific learning needs of students.
- Sufficient training of all staff, students and parents is provided to ensure that all our community can access virtual learning and for parents to monitor their child's progress
- Regular full - scale surveys on student home learning circumstances (places to work, Wi-Fi and electrical devices). Where this is insufficient, the Academy uses all resources at its disposal to support students. Where this is not possible or appropriate, paper resources and alternatives are offered.
- Systems are in place to identify where students are not able to access the VLE (see Year section)

Training- staff and students

Training staff and students in the use of Microsoft Teams is essential for the success of Mulberry Learn.

- All teaching and associate staff are trained on the basics of Teams – Teams, posts, praise, setting assignments, class files
- All teaching staff have been trained on setting assignments, giving feedback, use of stream, use of class-notebook, insights and
- Regularly training session occur to address developing technology to support
- A MAS-All staff and CPD group has been set on Microsoft Teams for sharing of best practice at each professional learning session and video how to guides
- Regular student and staff surveys take place to inform training

Training will continue to be regular and responsive, evolving in response to the needs of students

There is a specific Tams support email to respond to specific IT issues
TeamsSupport@mulberryacademyshoreditch.org

Parental engagement

Parental engagement in the use of Microsoft Teams is essential as a means to improve student success and wellbeing in the academy. Parental understanding of the functions and use of Microsoft team is essential:

- Parents as key stakeholders can give feedback on the impact of Microsoft Teams on their son/daughter's progress
- Teams as the medium for all homework and enrichment activities
- To ensure safeguarding of all students

Training

All parents are offered training on how Microsoft Teams operates this will aid them in supporting students at home. Training takes place in the following ways:

- Video guides on the website to access at any time
- Regular on-site training sessions and regular remote sessions
- All parent evenings training and help desks available

Parents to have access to email addresses for key members of staff in the Academy to communicate questions and concerns.

Parents will not be issued with Academy email addresses but in time there will be a portal for parental information and engagement.

Safeguarding:

- Parents receive regular information in relation to safeguarding online through the weekly newsletter and on the website
- Parents will be offered training on safeguarding as part of the Microsoft Teams training sessions

Curriculum and subject enrichment

Our curriculum is about ensuring students have a love of learning; love and enjoy what they are learning and how they learn. It is a curriculum that is challenging, coherent and enriching, highly ambitious and fundamentally inclusive of all students.

Expectations of curriculum provision- departments

- Resources and curriculum plans for all schemes of learning are shared on the department's Microsoft Team. This supports workload for the team and wider trust. It also helps the monitoring of curriculum design.
- Lesson power points and relevant resources are shared on the student class team for each lesson, this means that if a student were to miss a lesson or would like to consolidate learning they can access lesson resources
- Learning resources are differentiated to support those who may need additional help and stretch activities. This is best provided through the structure of the lesson provided, use of videos, chat and learning links
- A subject relevant website which encourages retrieval practice/include cognitive activities that help build memories is built linked to each student class team eg Seneca learning, duo lingo
- The following research-based practice on how students learn and VLE is encouraged
    - The use of teacher narration/video to explain key aspects of the lessons learning
    - Consideration of layout of power point- see dual coding notes
    - Regular quizzing in lessons with opportunities for students to do task/watch videos to support their knowledge
    - Use of chat page so students can ask questions of teachers
    - Regular surveys of student participation to improve provision of the curriculum online

Homework

- Homework is set in line with the school weekly homework policy- (KS3 once a week in core, for non-core this is fortnightly, KS4 and KS5 once a week for all subjects a student takes)
- All homework is set on Microsoft Teams
- Where possible supporting materials and videos are provided to help students with home learning
- Homework is set as Microsoft Teams 'assignments' this means that students have the option to upload their homework electronically, directly to the teacher and receive electronic feedback
- Where students express they cannot complete homework on teams this is referred to the Head of Year to check online provision at home.

Enrichment pages

Each department has an enrichment page for their subject area. The objective of this page is as follows

- To provide engaging further readings, research, video and relevant websites to deepen students' knowledge and engagement in learning
- To inform young people about future careers and pathways linked to their subject
- The enrichment page should be current with links to developments and news relevant to the subject area.
- The page should be regularly updated and engaging
- It should be a place to celebrate students and their work and where possible its design should have student involvement

Blended learning/virtual learning

In the event that partial or full movement to virtual learning needs to take place, the expectations curriculum delivery are:

- All students will receive, like for like teaching time in all subject areas eg for a double period students will receive two hours' worth of learning activities
- Live lessons are delivered or Microsoft stream for each double period lesson is provided, this is to support student understanding of tasks.
- Students are set work as Microsoft Teams 'assignments' so that students have the option to upload their homework electronically, directly to the teacher and receive electronic feedback
- Teachers enable the chat section so that students can ask questions
- Where students are not participating in work teacher should inform head of year and head of subject who will get in contact with families. Where -ever possible the Academy will support students with electronic provision. If this is not possible then paper based learning materials will be provided

Partial lockdown where staff are still in the school:

1. All students will receive, like for like teaching time in all subject areas eg for a double period students will receive two hours' worth of learning activities
2. Staff place all the learning resources in the file section of the class clearly marked eg half term one *Gothic fiction- lesson one*
3. In the post outline a brief description of the lesson
4. Post the link to the live lesson

*Staff can alternatively or additional make a video on Microsoft Stream to deliver to accompany the lesson, this is something students can watch at any time

During the lesson

- Be available online, remain in the room the lesson takes place
- Be available to answer questions on posts
- Present the lesson live as a live event which the code to you have placed in the feed

After the lesson/during the lesson

- Report students who have been engaging in lessons

Virtual learning only

- All students will receive, like for like teaching time in all subject areas e.g. for a double period students will receive 110 minutes of learning activities
- Live lessons take place in some instances this may be pre-recorded on Streams
- Teachers to enable the chat section so that students can ask questions
- Where students are not participating in work the teacher should inform the head of year and head of subject who will get in contact with families. Wherever possible the Academy will support students with electronic provision. If this is not possible then paper based learning materials will be provided
- To support the personal circumstances of staff whilst there is an expectation of work provision, these lessons do not currently have to be live and can be placed up at an earlier time, providing work is on teams for the time that students will have had lessons. In the event of staff illness expectations of work provision will be flexible.
- To support staff work-load, in the event of a school closure, where students in the same year group are studying the same content, the lesson content and deliver can come from one teacher in that subject area.

House and Year group platform

The House and Year group Teams are a way to promote the school community, our core values and to empower our young people.

House and Year group teams will provide information on the following:

- Careers
- PSHE- lessons for tutors day by day
- Literacy and Numeracy activities
- Well-being links
- Interactions with members of forms
- Assembly information

All information will be updated regularly and engaging

Heads of Year, with the support of Heads of House and pastoral teams, will monitor student participation and engage with parents where students are not completing work.

Heads of year will also track absence in the Year group Teams and use this information in conjunction with the knowledge of device access to ensure all students can access remote learning when required.

If a student does not attend then the Head of Year or assistant Head of Year rings and checks in with students

The Heads of Year also monitor students with less engagement, working with families to address any support, which may be required such as dongles, laptops. Engagement has been very high but currently many students or their families may have met the virus and therefore are resting, there have been high numbers of bereavements, mostly of grandparents. Furthermore, even when laptops have been provided siblings are often sharing devices, have connectivity issues or the home environment is not conducive with working at home.

Monitoring and evaluating impact of use

Heads of department and year alongside senior leaders will carry out half termly reviews on the impact of remote learning in relation to: student uptake, quality and quantity of remote learning and homework and consistency of practice across subject areas.

This will be monitored through:

- Student focus groups
- Staff, student and parental surveys
- SLT monitoring of the provision of online resources
- Analysis of impact of online learning at data drops and final examinations

Monitoring will focus on the participation and impact of key groups including those who are pupil premium or SEND whilst also exploring the impact of specific learning activities and resources on student learning.

Half -termly analysis of statistical data on student uptake on the basis of year group, gender, ethnicity, SEND and PP.

This information will be presented to governors in the termly report and used to inform staff CPD and additional support, where needed for both departments and key groups. Staff will be presented with findings through professional learning time.

Where actions are set, staff will be made aware, appropriate support will be put in place and a further monitoring activity will take place to evaluate impact. Where provision is less than adequate this will be addressed through the same support plan process used with classroom teaching.

Staff will be expected to report to parents at parental meetings and through their effort grade at each data point, on student's engagement with online learning

Where students are not engaging in online learning it will be the responsibility of the class teacher with the support of their Head of department and head of year to address student uptake.

Where individuals are not engaging in learning across the curriculum it will be the responsibility of the Head of Year to work with families to ensure appropriate support is put in place so that virtual learning can take place.

Partial or complete movement to online learning:

In the event of a partial or complete movement to virtual learning the following monitoring practices will take place

Heads of department: to monitor work set by all members of the department in line with the expected quantity and quality of provision as outlined in the curriculum section.

Senior leaders:

- Weekly sampling of lessons to monitor consistency of high quality provision of lessons.
- Senior leaders to work with members of staff and heads of department where provision is either lacking in quality or quantity.
- Weekly analysis of participation rates of all students and key groups- working with Heads of department and Heads of year to take appropriate action where student uptake or quality of provision is less than good.

Heads of year:

- Monitoring of all student in year group provision. Weekly phone calls to families where students are not engaging in lessons.
- Fortnightly reports to parents on student online participation either via email or through phone-call conversations