

# **THE TRIPLE CROWN CENTRE**



## **Remote Learning policy**

**Chair of Management Board: Mr Mike Walker**

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## 1. Introduction

The Triple Crown Centre is committed to providing outstanding educational opportunities for all students. Within this commitment, is ensuring every student accessing both the Outreach/Hybrid and Remote Learning Pathways has access to high quality teaching and learning.

This policy sets out The Triple Crown Centre's approach to, and responsibilities in, delivering remote education. It is written with regard to government guidance including:

- ❖ 'Keeping children safe in education' (DfE)
- ❖ 'Providing remote education: non-statutory guidance for schools' (DfE, January 2023)
- ❖ 'What's working well in remote education' (Ofsted, January 2021)
- ❖ 'Safeguarding and remote education' (DfE, November 2022)

Consideration has also been given to evidence-informed guidance, including The Education Endowment Foundation's rapid evidence assessment of remote education (April 2020), which '*sought to find the best evidence behind the wide array of approaches that schools might choose to use*'. When delivering remote education, the review identified that:

- ❖ Teaching quality is more important than how lessons are delivered
- ❖ Ensuring access to technology is key, especially for disadvantaged pupils
- ❖ Peer interactions can provide motivation and improve learning outcomes
- ❖ Supporting pupils to work independently can improve learning outcomes
- ❖ Different approaches to remote learning suit different types of content and pupils

## 2. Definition

**OFSTED definition of Remote Education:** a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. At The Triple Crown Centre, we use the term, 'remote learning'. Remote learning incorporates a range of delivery methods including, but not limited to:

- ❖ Live lessons via Microsoft Teams
- ❖ Access to pre-recorded lessons
- ❖ On-line tutorials
- ❖ Learning set via Microsoft Teams Assignments and other digital education platforms
- ❖ Independent study, including research
- ❖ Lessons based on printed materials e.g. text books, workbooks

## 3. Roles and Responsibilities

### 3.1 The Management Board will:

- ❖ Monitor the quality and effectiveness of remote educational provision via termly Senior Leadership reports

- ❖ Approve and ratify this policy on an annual basis

### **3.2 The Senior Leadership Team will ensure:**

- ❖ The development and implementation of a remote learning offer that is:
  - Robust, accessible and fit for purpose
  - Informed by, and responsive to, the needs and abilities of each individual student
  - Built on the principles of Quality First Teaching
- ❖ Access to education is not compromised by a student being unable to access The Triple Crown Centre in person. This includes collaborative working with families, to identify and remedy any barriers to a student accessing and engaging in learning
- ❖ Effective communication of this policy and related documentation with, for example, Triple Crown Centre staff, parents/carers, students, mainstream schools. Related information and guidance will also be published on the school website
- ❖ Triple Crown Centre staff have access to systems and devices required to deliver remote learning, with regular and updated training in their use
- ❖ Student attendance for lessons is promoted and supported through clear messaging, robust monitoring processes and personalised support for students and their parents/carers
- ❖ All remote learning adheres to stringent safeguarding and information security processes. This includes:
  - Maintaining robust security protocols across all Triple Crown Centre systems and devices
  - Ensuring any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
  - Ensuring staff understand and adhere to all safeguarding and data protection principles when delivering and assessing remote education
  - Ensuring safeguarding concerns are raised and acted upon in line with the Triple Crown Centre Child Protection policy and SMBC's safeguarding processes/protocols
  - Ensuring all Triple Crown Centre staff receive regular safeguarding training and updates that include specific risks around online safety and contextual safeguarding
  - Including safeguarding and data protection 'rules' students and parents/carers must follow in the 'Remote learning Agreement', which must be signed before lessons begin
  - Providing students and parents/carers with information about:
    - Staying safe online. In addition, as Learning Mentors maintain regular contact with students accessing remote learning, this provides an opportunity to discuss online safety with students and their parents/carers
    - Triple Crown Centre sources of support – how to report a concern, Triple Crown Centre's DSLs
    - External support agencies, including:
      - Childline
      - UK Safer Internet Centre – to report and remove harmful online content
      - The Child Exploitation and Online Protection Centre (CEOP) – for advice on making a report about online abuse
  - Ensuring the school website is regularly updated with relevant links and other safety information for both students and their families
- ❖ The quality and impact of remote education is monitored using a range of systems and processes that include regular meetings with staff, lesson observations, work scrutiny and parent/student reviews
- ❖ This policy and any related policies/procedures are reviewed and updated at least annually, or as required by updates to legislation and national guidance

### **3.3 Teachers will:**

- ❖ Ensure they understand and adhere to this policy and all related policies and procedures
- ❖ Provide students with learning opportunities that encompass all aspects of Quality First Teaching
- ❖ Ensure Schemes of Learning used in school have been suitably adapted to provide high quality, meaningful remote education
- ❖ Make certain that methods of delivery, learning activities and resources are varied, engaging and adapted in line with each student's individual needs and abilities

- ❖ Use a range of assessment and feedback processes, in line with Triple Crown Centre's Marking and Feedback policy and Assessment policy
- ❖ Prepare lessons and resources in advance and store them on the 'One Drive' in case of staff/student absences
- ❖ Deliver all lessons as per timetables
- ❖ Invite students to live lessons at the correct time every week
- ❖ Inform students, beforehand, about any resources they will need for a live lesson
- ❖ Provide students with printed resources when appropriate (e.g. textbooks and workbooks) to supplement and consolidate student learning
- ❖ Ensure independent learning is set via Teams Assignments at least twice a week
- ❖ Manage behaviour in line with The Triple Crown Centre's Behaviour Policy
- ❖ Regularly remind students of rules and protocols for live lessons
- ❖ Monitor the 'chat' function throughout the lesson and disable if needed
- ❖ Complete the 'SEUS Engagement Log' at the end of every live lesson, to record individual student attendance and application to learning
- ❖ Inform Learning Mentors, in a timely manner, if a student needs additional support in accessing their learning
- ❖ Maintain high standards of professional behaviour, in accordance with the Triple Crown Centre's Code of Employee Conduct
- ❖ Adhere to stringent safeguarding and information security processes. This includes:
  - Only using Triple Crown Centre's systems and devices for all aspects of remote learning, including delivery, communication, data storage
  - Following the 'use of email, the internet, video conferencing and social networks' requirements as set out in The Triple Crown Centre's Code of Employee Conduct
  - Not sharing personal contact details including e-mail, home or mobile telephone numbers with students
  - Not recording lessons or creating images during live delivery, where a student's name and/or face can be viewed
  - Ensuring that any safeguarding concern, at any level, is responded to in line with The Triple Crown Centre Child Protection policy and safeguarding procedures
  - Notifying the Headteacher, immediately, if there are any concerns around a potential or actual data breach

### **3.4 Learning Mentors will:**

- ❖ Provide on-going support for parents/carers and students in relation to all aspects of remote learning (in the home as well as via Triple Crown Centre communication systems)
- ❖ Ensure they remain in regular contact with parents/carers via home visits and school communication systems
- ❖ Support the monitoring and evaluation of student engagement and participation in remote learning, as directed by the Senior Leadership Team
- ❖ Communicate and liaise with teaching staff and the Senior Leadership Team if student engagement becomes is a concern and work with families to rapidly identify effective solutions
- ❖ Adhere to stringent safeguarding and information security processes. This includes:
  - Only using Triple Crown Centre's systems and devices for all aspects of their work
  - Following the 'use of email, the internet, video conferencing and social networks' requirements as set out in The Triple Crown Centre's Code of Employee Conduct
  - Not sharing personal contact details including e-mail, home or mobile telephone numbers with students
  - Ensuring that any safeguarding concern, at any level, is responded to in line with The Triple Crown Centre Child Protection policy and safeguarding procedures
  - Notify the Headteacher, immediately, if there are any concerns around a potential or actual data breach

### **3.5. Parents/carers are expected to take responsibility for:**

- ❖ Their child's attendance and engagement with the remote learning timetable and associated expectations
- ❖ Establishing a routine at home that reflects The Triple Crown Centre's school day as far as reasonably possible
- ❖ Supervising all remote lessons
- ❖ Ensuring their child has an appropriate space in which to access their lessons and learn. A bedroom would obviously not be deemed appropriate
- ❖ Ensuring this space is calm, quiet and conducive to learning, with appropriate language being used by family members, whilst a lesson is being delivered
- ❖ Their child being suitably dressed for learning
- ❖ Their child's use of the internet during lessons
- ❖ Ensuring suitable internet parental controls and filters are in place
- ❖ The Internet connection and the installation, maintenance and regular checking of filtering and virus protection software when remote learning is accessed via a student's personal device
- ❖ Contacting The Triple Crown Centre school office at the earliest opportunity, and certainly before the start of a lesson, if their child cannot attend an agreed learning session, due to significant illness or an emergency
- ❖ Being respectful when raising any concerns with Triple Crown Centre staff

### **3.6 Although access to the remote learning remains the responsibility of the parent/carer, students are expected to:**

- ❖ Access live lessons from a 'public' area of their house i.e. not in a bedroom
- ❖ Be appropriately dressed for learning
- ❖ Behave in line with The Triple Crown Centre Behaviour Policy
- ❖ Be prepared with all equipment required before the lesson begins
- ❖ Log on to lessons in readiness for start times indicated on their timetable and remain in every lesson for the duration
- ❖ Have their device camera on during lessons, to ensure effective interaction with the teacher
- ❖ Remain 'on mute' unless they are asked to speak
- ❖ Use the 'raised hand function' to ask a question or contribute to the lesson
- ❖ Attempt all learning opportunities and complete them to the best of their ability
- ❖ Submit completed work for assessment and feedback, as instructed by the teacher
- ❖ Seek support from teaching staff or Learning Mentors when needed
- ❖ Adhere to stringent safeguarding and information security processes, as outlined in the 'Remote learning Agreement'. This includes:
  - Only accessing lessons using the username and password provided by The Triple Crown Centre
  - Not sharing usernames or passwords with anyone else
  - Not using screen capturing/ recording software to record, capture or share any part of the lesson
  - Informing their Learning Mentor or a teacher, immediately, if unsuitable material or messages are encountered when accessing web-based materials, either independently or via the virtual classroom
  - Being polite and respectful when communicating with staff and other students

## 5. Further resources

Providing remote education: non-statutory guidance for schools (DfE)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1136309/Providing\\_remote\\_education\\_non-statutory\\_guidance\\_for\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1136309/Providing_remote_education_non-statutory_guidance_for_schools.pdf)

What's working well in remote education (Ofsted)

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

Safeguarding and remote education (DfE)

<https://www.gov.uk/guidance/safeguarding-and-remote-education>

Best evidence on supporting students to learn remotely (Education Endowment Foundation)

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely>

Safe remote learning hub (UK Safer Internet Centre)

<https://www.saferinternet.org.uk/advice-centre/safe-remote-learning-hub>