# Remote Learning Policy

At OMG Education (OMG), we understand the need to continually deliver high-quality education, including and during periods of remote learning – whether for an individual pupil or many.

We recognise the importance of maintaining high expectations in all areas of centre life and ensuring that all pupils have access to the learning resources and support they need to succeed.

We aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

**We aim to:**

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure that there is a clear expectation about teaching and learning for teachers, students and parents.
- Ensure provision is in place so that all pupils have access to high-quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability and to remain happy, healthy, and supported during periods of remote learning.

**This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:**

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE' Keeping children safe in education.'
- DfE' School attendance.'
- DfE' Health and safety: responsibilities and duties for schools
- DfE' Health and safety for school children
- DfE' Special educational needs and disability code of practice: 0 to 25years
- DfE 'Children missing education.'
- DfE' Help with accessing and buying resources for remote education.'
- DfE 'Get help with remote education'

## Data protection

This section of the policy will be enacted in conjunction with OMG's Data Protection Policy.
Staff members will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

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When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
- Set work that is of equivalent length to the core teaching
- pupils would receive in the centre and, as a minimum, five hours a day, with support for pupils working towards formal qualifications this year.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including educational videos.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.
- Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
- Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Avoid an over-reliance on long-term projects or internet research activities.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

OMG will make use of:

- Live teaching and feedback on Google Meet or Zoom
- Pre-recorded video input created by the centre (using Loom or a similar video creation software)
- Access to other high-quality curriculum videos
- Personalised and appropriate independent learning resources to be shared online

We will review the DfE's guidance on where centres can source educational resources to assist with the delivery of remote education and utilise these as appropriate. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Teachers will ensure the programmes chosen for online learning have a range of appropriate adaptations to support pupils with SEND.

OMG recognises that interactive lessons are effective in aiding pupils' motivation and academic progression, and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live classes with questioning, eliciting feedback and reflective discussion to the best of their ability.

Teaching will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning and that an ambitious, high-quality curriculum is delivered. Curriculum progress should be ambitious, and where adaptations to normal curriculum sequencing are made, these adaptations should be rigorous and ambitious in their intent.

Reasonable adjustments to teaching and pastoral support will be made in order to ensure all students have access to remote learning, especially vulnerable students, those with SEND and the most able.

Teaching staff will support and oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

**Closure scenarios:**

Depending on local, regional and national circumstances, there may be a range of scenarios where face-to-face teaching is blended with remote learning. Each centre will have the autonomy to organise its offer in the best interests of students, depending on student numbers and staffing availability.

Where individual students are unable to attend the centre for legitimate and authorised reasons, curriculum materials should be provided in order to allow them to keep up with the curriculum; however, these are likely to include less video content or live interaction.

Where there is a 'blended' scenario, and larger numbers of students in a class or Year group are unable to attend centre face-to-face, high-quality curriculum materials should be provided in order to allow them to keep up with the curriculum; however, this provision may include less video content or live interactions with teachers. Teachers should be protected from 'double teaching.' We may choose to adapt staffing to provide separate teaching for students learning remotely.

Where whole classes, Year groups, or cohorts are learning remotely, teachers should ensure that their remote learning mirrors the normal curriculum as closely as possible and that live video teaching and personalised, high-quality pre-recorded video content forms a significant part of the remote learning offer.

Where there is a cohort of students continuing to attend the centre during a period of closure (for example, vulnerable students or the children of critical workers), efforts should be taken to ensure that the provision between students learning in the centre and those learning remotely is fair and equal.

**Communicating with students and parents, and carers:**

Where possible, students should be given the opportunity to understand the nature of centre closure and be given a reasonable opportunity to understand the provision that the centre will make for them if they are required to learn remotely and to make clear expectations the centre has of them and the codes of conduct they are required to follow.

Parents and carers should be communicated with to allow them to understand how remote learning will be provided for their children. They should have clearly identified avenues for feedback and communication about remote learning.

Parents, carers and students should receive regular communication about remote learning and be informed of changes or updates.

Parents, carers and students should have clear lines of communication to inform the centre about their remote learning or any changes in circumstances.

**Teaching and Learning Support staff (LSA):**

Where possible, LSAs and teaching and learning support staff should have access to remote learning platforms and work to continue to support student learning.

LSAs will be provided with a device so they can access their email to keep up to date daily, access Google Classrooms, watch videos, see resources and make a telephone calls if necessary. LSAs should work with their team leader to access any necessary support, advice or training.

**Recording Video Learning:**

There exists varied guidance on the recording of video interactions with students. There are safeguarding risks and benefits to encouraging recording, and also risks and benefits from prohibiting recording. As a general rule, interactions with students should not be recorded, but it may be appropriate to record an instructional section of the lesson for use afterwards. Please seek guidance from the OMG's Headteacher and the Designated Safeguarding Lead (DSL).

Detailed guidance on protocols and procedures to keep teachers and students safe online can be found at [DfE Safeguarding and Remote Education Guidance](#), which teachers should read and understand prior to undertaking remote video learning.

**Safeguarding Remote Learners:**

This section of the policy will be enacted in conjunction with OMG's Safeguarding Policy.

The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning and take reasonable steps to help them to keep engaged with learning and the wider life of the centre.

The DSL will arrange for regular contact to be made with vulnerable pupils prior to the period of remote learning.

**Quality Assurance**

OMG is ambitious about the quality and quantity of the remote learning curriculum provision that it will make and will expect high standards of teachers providing remote learning.

Centre leaders will take steps to measure and understand the type, frequency and quality of remote teaching and provision. OMG recognises that while it is reasonable to work on the basis that sound pedagogical principles which work in the classroom may be transferrable to remote teaching, not enough is known about whole-class remote teaching to use teachers' delivery of remote learning as a measure of performance.

Where it is discovered that remote teaching practice is poor or causes concern, further support may be put in place, including observations, as part of a Teaching and Learning Support Plan.

**Teacher feedback and student engagement**

The centre expects pupils and staff to maintain a good work ethic during the period of remote learning. Marking and feedback should be timely and consistent with the centre's policy. Feedback is not expected from teachers for every task that students are set. For clarity, teachers should indicate when tasks do or do not require submission. As a basic principle, if teachers ask students to submit work, they should offer some feedback in response to this.

Feedback might be bespoke but can also take the form of feedback given to the whole class. Students should routinely receive some personalised feedback if they are working remotely, and their independent learning should reflect development as a result of this feedback.

Pupils are accountable for the completion of their work. Teachers and pastoral staff will offer support to help every pupil to engage. Teaching staff will take steps to understand the academic progress of pupils with and without access to online learning resources, including those with additional needs. Teaching and learning leaders and pastoral leaders will take reasonable steps to monitor student engagement and intervene with extra support where necessary.

### Assessment

Students should be supported to understand their progress through a variety of formative assessment and feedback methods, especially those suited to remote learning, e.g. through quizzes and other digital tools.

Assessment and marking should be adapted where necessary to ensure that it remains meaningful and supports student learning and progress. This would include scheduled internal assessments and may include more formal assessments like mock exams and data collection or progress update points.

### Wellbeing

This section of the policy will be enacted in conjunction with OMG's Health and Safety Policy. Teachers should have adequate provision by the centre to undertake remote teaching comfortably and safely and to be provided with tools and training to support this.

Teachers and students should be given clear guidance on the expectations of remote working, supported by advice on wellbeing, for example, taking regular screen breaks and having a daily schedule which allows them to plan their work manageably and have clear points where their work for the day ends.

### Absence

This should be read in conjunction with the OMG attendance policy. During a period of remote learning, teachers are expected to be present and live with their students on a daily basis. If they are unwell or have a planned, authorised absence that makes this impossible, they should follow their centre's absence procedures to ensure that there are high-quality teaching and learning materials available for students each day.