**Springboard Sunderland Trust**

**Management**

**Remote Learning Policy**



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| **MGT01 – Remote Learning Policy** |
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**Statement of intent**

At Springboard, we understand the need to continually deliver high-quality education, including during periods of remote learning – whether for an individual learner or many. We recognise the importance of maintaining high expectations in all areas of life your education and ensuring that all learners have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding. This policy does not normally apply in the event of short-term closures e.g., because of inclement weather.

Remote learning may also be appropriate in situations when learners, in agreement with Springboard, have a period of absence but can work at home.

There is no obligation to provide remote learning to learners who absent themselves against Springboard advice or guidance from the Government.

## Aims

 This remote learning policy aims to:

* Ensure consistency in the approach to remote learning for learners who are unable to attend Springboard
* Set out expectations for all members of the Springboard community with regards to remote learning
* Minimise the disruption to learners’ education and the delivery of the curriculum.
* Ensure that there is a clear expectation about teaching and learning for delivery staff, learners, and parents.
* Ensure provision is in place so that all learners have access to high-quality learning resources.
* Protect learners from the risks associated with using devices connected to the internet. Ensure staff, parent, and learner 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 learners 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.

**1. Legal framework**

1.1. 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 (2020) ‘Keeping children safe in education’
* DfE (2019) ‘School attendance’
* DfE (2018) ‘Health and safety: responsibilities and duties for schools’
* DfE (2018) ‘Health and safety for school children’
* DfE (2017) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2016) ‘Children missing education’
* DfE (2020) ‘Help with accessing and buying resources for remote education’
* DfE (2020) ‘Get help with remote education’

## 2. Remote learning for individual learners

2.1. This section of this policy applies in situations where Springboard remains open and working as normal, but an individual learner is unable to attend sessions as normal for a period of 3 or more days but is otherwise well and able to work, e.g., a period of advised self-isolation or an absence that has been agreed and authorised by Springboard in advance.

2.2. In these cases, Springboard will provide the following, coordinated in the first instance by the learners Key Worker then, if required by a member of the Senior Management Team.

* Key Workers will provide a suitable task or tasks and will share these with learners via an appropriate means e.g., email.
* If an absence of this sort continues for more than one-week, additional work should be requested and provided weekly until the learner can return to Springboard.

 **3. Closure scenarios**

3.1. 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 vocational area will have the autonomy to organise their offer in the best interests of learners, depending on learner numbers and staffing availability.

3.2. Where individual learners are unable to attend for legitimate and authorised reasons, curriculum materials should be provided to allow them to keep up with the curriculum, however, these are likely to include less video content or live interaction (see section 4 for more detail.)

3.3. Where there is a ‘blended’ scenario, and larger numbers of learners in a class are unable to attend Springboard face-to-face, high-quality curriculum materials should be provided to allow them to keep up with the curriculum, however, this provision may include less video content or live interactions with teachers. Delivery staff should be protected from ‘double teaching.’

3.4. Where whole classes or cohorts are learning remotely, delivery staff 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.

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

## 4. Remote learning in the event of extended closure

4.1. Springboard is committed to providing continuity of education for its learners in the event of an extended closure. While such situations are inevitably highly varied in their causes and ramifications, we will endeavour to provide continued learning for our learners during any period of closure in the following ways:

* The provision of relevant, developmental written work for each vocational area and each Key Skills group which enables learners to make continued progress.
* Regular direct instruction from tutors, with the ability for learners to ask questions online for those with access to ICT equipment.
* The opportunity for learners to have their work assessed by their tutors and receive feedback provided promptly.
* Regular setting of work for learner completion, written responses (if relevant) can be completed electronically, hard copy work will be supplied for those with limited access to ICT equipment

## 5. ICT Provision

5.1. Any provision of remote learning to achieve these aims assumes that learners and staff have access to the internet at home. All Springboard staff are provided with laptops that they can use to access any of the services by which remote learning will be provided. However, we cannot assume that everyone has access to printing facilities, so any work set and submitted for assessment will be entirely electronically set and distributed.

5.2. It is appreciated that not all learners will have the resources or the capability to facilitate remote learning. Springboard has launched a new initiative to engage learners to re-purpose old Springboard IT equipment that can then be issued to learners who may not have ready access to ICT resources. These can then be used to connect to Springboards ICT Network using a remote desktop connection.

**5.3. IT Resources** – Repurposed Laptops and PCs are accessible on short term loans for learners studying remotely. They will be set up with necessary shortcuts and links to remote learning and remote access software. As allowed under the terms of the Springboard licencing agreement, each device will be secured with the necessary endpoint security and anti-virus protection. Where required, data encryption facilities are also provided to ensure compliance with GDPR and Data Protection regulations.

**5.4. Internet Access** – Learners with extremely limited or no Internet access at home may be provided with pre-paid monthly Internet ‘dongles. When used on Springboard owned equipment, Internet access will be limited to only allow access to Springboard domain pages. This will allow access to our internal systems via remote desktop that has full Internet access that is filtered and monitored by our Smoothwall appliance to ensure a safe and secure Internet experience.

**5.5. Remote Desktop** – Springboard have extended their provision of remote computing to encompass learner requirements that can be readily adapted to meet changing needs and circumstances. Learners can access Springboard’s internal network from any location that has Internet access using a secure remote desktop connection. This has several benefits including

* **Centralised management** – Applications and resources are provided to learners from a single virtual server located at Head Office. Updates, teaching and learning resources and new software releases are installed once and immediately available to all remote learners.
* **Windows experience** – As remote learners are accessing the same Windows environment from home as they would at Springboard, they are provided with a consistent and familiar desktop experience that provides a sense of normality.
* **Safety** – Access to Internet resources from a remote desktop connection is via Springboards Smoothwall appliance that provides essential safety measures to protect the safeguarding and wellbeing of our learners online.
* **Security** – Effective industry-standard endpoint security and proactive virus detection solutions to secure the learning environment from malware and many other online threats.
* **Accessibility** – Remote sessions can be initiated from many different devices regardless of age enabling Springboard to deliver solutions to devices that may not have the processing power or capacity to run the applications natively.
* **Data loss prevention** – All learner coursework is stored centrally. This provides a secure location for learners to save documents that are protected by a replicated backup system to ensure that data loss is minimised in the event of any internal computer failure. Similarly, failure of the end-user device will not cause any data loss.
* **Data in Motion** – Eliminates the need for learners to travel with flash drives when submitting coursework that cannot be easily delivered electronically.

## 6. Communicating with learners, parents, and carers

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

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

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

## 6.4. Parents, carers, and learners should have clear lines of communication to inform Springboard about their remote learning or any changes in circumstances.

## 7. Teaching and Learning Overall intent

## 7.1. When teaching learners who are working remotely, Delivery staff will:

## Set assignments so that learners have meaningful and ambitious work each day in an appropriate range of subjects.

## Set work that is of equivalent length to the core teaching learners would receive in Springboard.

## Provide frequent, clear explanations of updated 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 learners 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 learners’ needs and addresses any critical gaps in learners’ 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 learners’ understanding.

## 7.2. Each vocation may choose to employ a range of different teaching methods and resources during remote learning to help explain concepts and address misconceptions easily. To provide remote learning, Springboard will make use of:

## Live teaching and feedback on Google Meet

## Pre-recorded video input created by Springboard

## Access to other high-quality curriculum videos

## Personalised and appropriate independent learning resources to be shared online

## 7.3. Springboard will review the DfE’s guidance on where we can source educational resources to assist with the delivery of remote education and use these as appropriate.

## 7.4. Reasonable adjustments will be made to ensure that all learners have access to the resources needed for effective remote learning.

## 7.5. The delivery staff will ensure the programmes chosen for online learning have a range of appropriate adaptations to support learners with SEND.

## 7.6. Springboard recognises that interactive lessons are effective in aiding learners’ motivation and academic progression, and, to this effect, the delivery staff 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.

## 7.7. 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.

## 7.8. Curriculum progress should be ambitious, and where adaptations to normal curriculum sequencing are made, these adaptations should be rigorous and ambitious in their intent.

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

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

**8. Teaching and Learning Support staff**

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

8.2. LSAs will be provided with the use of 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 call if necessary

8.3. LSAs should collaborate with their team leader to access any support, advice or training that is necessary.

**9. Online safety**

This section of the policy will be enacted in conjunction with Springboard’s Safeguarding Policy, Staff Code of Conduct, and Learner Code of Conduct.

## 9.1. Expectations of learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process including

* Complete all work set for them and submitting work that is requested for feedback promptly.
* Check emails regularly and read and respond to communication from Springboard.
* Attend relevant live sessions, complete independent work, and submit assessed tasks promptly and to the best of their ability.
* Where Springboard equipment is being used for remote learning, it should be fully charged and ready for use at the start of each planned session. Where learners experience problems with IT systems they should proactively inform ICT support directly by emailing itservices@springboard-ne.org
* Learners are expected to uphold the same standards of conduct and behaviour during live online sessions as they would be expected at Springboard. This includes but is not limited to:
* Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
* Do not record or take pictures (screen captures) of your tutor or other learners during your online sessions
* Learners should only log into Google Classroom using their approved Springboard email address. If they try to log in using another personal address, they should expect to be denied entry.
* Learners should do their best to find a quiet space where they will not be interrupted, blurring their background where possible.
* Where possible, an adult should be available nearby.
* Where possible, learners should have their cameras on, so the staff member can see the learner participating.
* Learners should wear appropriate clothing – the kind of thing that might be worn on a non-uniform school trip. Pyjamas or similar would not be appropriate.
* Learners should follow shared protocols for the class on taking turns, contributing, and muting microphones as decided by the staff member.

Springboard does not expect learners to have access to any specialist equipment that would usually be provided in vocational training areas at Springboard. Additional support is to be provided to ensure tasks set are achievable for learners. This will be communicated to learners at the appropriate time when that assessment is due.

## 9.2 Expectations of staff

The setting and assessment of remote learning tasks will take place in accordance with Springboard policies with controls in place to ensure tasks are relevant and achievable where there is reduced access to resources.

* Ensure that work is set and made available on the desired online platform at the start of each week to cover the calendar week ahead.
* Sufficient resources are made available to students via electronic means to allow them to conduct this work at home.
* To be familiar with online learning platforms, and to be available online at the times they would usually have sessions to engage in live support with their learners when required.
* In the event a staff member is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his group.
* If teaching from home, dress in a professionally appropriate way
* Only admit learners who are using their school email addresses.
* It is recommended that delivery staff practise their delivery and appearance to the camera before the class starts. Check the angle of the camera and the background. The background should be as plain as possible, and ideally, the class should take place from a still and fixed point. Blur the background if possible.
* Try to find a quiet space where you will not be interrupted.
* If you are video teaching from home, avoid sharing personal details about where you live and those who live with you. Video lessons may be hosted from Springboard dependent on circumstances.
* Delivery staff should be reminded that codes of conduct in relation to professional standards and behaviour apply equally to online teaching as they would to

To ensure tutors can perform the minimum expectations outlined above Springboard will provide a range of training opportunities that staff will be required to access. If tutors require support with any aspects of remote learning, they are encouraged to consult their line managers.

Unless there are extenuating circumstances, staff will be expected to be contactable remotely by colleagues and where appropriate learners and parents. All communication should, where possible take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

**If things go wrong**

9.3. Delivery staff should plan how to manage if something goes wrong. If a learner is disruptive or displays challenging or inappropriate behaviour, it might be appropriate to give them a warning, explaining desired behaviour. If the behaviour persists, explain clearly that they will be removed from the class. Contact should be made with parents as soon as possible afterwards, and advice should be sought from a line manager.

9.4. If there is a serious incident or a serious safeguarding concern that arises from any part of the visual or audio part of the class, delivery staff should calmly explain that the lesson will be finishing immediately and contact the Designated Safeguarding Lead, and their line manager.

**Recording Video Learning**

9.5. There exists varied guidance on the recording of video interactions with learners. There are safeguarding risks and benefits to encouraging recording, and risks and benefits from prohibiting recording. As a rule, interactions with learners 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 CEO, the head of Training, and the Designated Safeguarding Lead.

**10. Safeguarding**

10.1. This section of the policy will be enacted in conjunction with the Springboards Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

10.2. The DSL, managers and Team Leads will identify ‘vulnerable’ learners (learners who are deemed to be vulnerable or are at risk of harm) via risk assessment before the period of remote learning and take reasonable steps to help them to keep engaged with learning and wider life of Springboard.

10.3. The DSL will arrange for regular contact to be made with vulnerable learners before the period of remote learning.

**11. Quality Assurance**

11.1. Springboard is ambitious about the quality and quantity of the remote learning curriculum provision that it will make and will expect high standards of delivery staff providing remote learning.

11.2. Leaders will take steps to measure and understand the type, frequency and quality of remote teaching and provision.

11.3. Springboard 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 delivery of remote learning as a measure of performance.

11.4. Any systematic observation of remote teaching will be done in the spirit of development and planning the next steps.

11.5. 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.

**12. Data protection**

12.1. This section of the policy will be enacted in conjunction with Springboards Data Protection Policy.

12.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

**13. Delivery staff feedback and student engagement**

13.1. Springboard expects staff to maintain a good work ethic during the period of remote learning.

13.2. Marking and Feedback should be timely and consistent with school and Trust policy

13.3. Feedback is not expected from delivery staff for every task that learners are set. For clarity, delivery staff should indicate when tasks do or do not require submission. As a basic principle, if delivery staff are asking learners to submit work, they should offer some sort of feedback in response to this.

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

13.5. Learners are accountable for the completion of their work. Delivery staff and pastoral staff will offer support to help every learner to engage.

13.6. Delivery staff will take steps to understand the academic progress of learners with and without access to the online learning resources, including those with additional needs.

13.7. Teaching and learning leaders and pastoral leaders will take reasonable steps to monitor learners’ engagement and intervene with extra support where necessary

**14. Assessment**

14.1. Learners 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.

14.2. Assessment and marking should be adapted where necessary to ensure that it remains meaningful and supports 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.

**15. Wellbeing**

15.1. This section of the policy will be enacted in conjunction with the Springboards Health and Safety Policy.

15.2. Delivery staff should have adequate provision by the trust to undertake remote teaching comfortably and safely, and to be provided with tools and training to support this.

15.3. Delivery staff and learners should be given clear guidance on the expectations of remote working, supported by advice on well-being, for example, taking regular screen breaks, having a daily schedule that allows them to plan their work manageably, and having clear points where their work for the day ends.

**16. Absence**

16.1. This should be read in conjunction with the Springboard absence policy.

16.2. During a period of remote learning, delivery staff are expected to be present and live with their learners daily. If they are unwell or have a planned authorised absence that makes this impossible, they should follow the trust absence procedures, to ensure that there are high-quality teaching and learning materials available for learners each day.