



Quality of Education: Remote Education Policy

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Peter 2: Verse 17-23. Treat everyone you meet with dignity. Love your spiritual family. Revere (worship) God. This is the kind of life you've been invited into, the kind of life Christ lived. He never did one thing wrong, not once said anything amiss.

1. Introduction

Our Academy Vision is "Living Well Together with Dignity, Faith and Hope". We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is "Living Well Together with Dignity, Faith and Hope" and this translates into our everyday practice. The value of dignity is particularly relevant when we consider the impact of school closures on students and our response to this.

The purpose of this Quality of Education: Remote Education policy is:

- to ensure consistent and effective teaching for all students where school closures or restrictions on attendance require students to access their education remotely.
- to provide guidelines for staff to ensure that students and staff are effectively safeguarded.
- to ensure the needs of SEND students are met while learning remotely.
- to ensure the monitoring of all students' progress and attendance to ensure that every student has a fair opportunity to succeed in their future assessments.

It is the responsibility of everyone involved in remote teaching to read, understand and implement this policy.

2. Responsibilities

Senior Leaders are responsible for:

- ensuring that remote education is available for all students where school closures or restrictions on attendance require students to access their education remotely.
- ensuring that the curriculum remains as broad as possible for as long as possible, including when delivered remotely.
- ensuring that the needs of SEND students are met while providing remote education.
- ensuring that safeguarding procedures remain effective for those receiving remote education.
- ensuring that training is available for staff to support with the delivery of remote education.

Directors of Learning are responsible for:

- ensuring that remote learning is available to students in the event of a staff member being unable to work, for example in the case of illness where remote working is not possible.
- ensuring that remote education is well integrated within course(s) of study.
- ensuring that Sixth Form students study the intended curriculum, with remote education integrated into course(s) of study.

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- ensuring that the curriculum is coherently sequenced and meets students' needs, including through remote education.

Heads of Year are responsible for:

- tracking the attendance and progress of students in their year group.
- making contact home to address any barriers to the access of online learning.

Associate staff are responsible for:

- monitoring the attendance of their allocated students, making contact home when a student fails to attend a remote lesson.

Teachers are responsible for:

- uploading lesson resources to Showbie ahead of the start of a lesson.
- providing a 'live' or pre-recorded video to explain the work to the students, modelling skills where appropriate.
- registering students within the first 20 minutes of each lesson using the SIMS marksheet for the lesson.
- supporting students with their work during the lesson.
- tracking the progress of students, recording the completion of work on the SIMS marksheet for the lesson.
- reporting any safeguarding concerns to the safeguarding team.

3. Remote lessons

The expectation at All Saints Academy is that students receive live lessons in all subjects. Live lessons are remote lessons where the teacher and students are online and able to communicate at the time where the regular in-school lesson would take place.

The minimum expectations for remote lessons are:

- a pre-recorded introductory video will be provided to students explaining the topic and the work for that lesson.
- the teacher will be available via Showbie chat throughout the lesson to support student learning.
- the remote lesson follows the ASAD 9 (Retrieval, Reading, Vocabulary and Comprehension, New Learning, Misconceptions, Assessment for Learning, Independent Practice, What is Next, Challenge Activities).
- the register is completed within the first 20 minutes of the lesson on the SIMS marksheet for the lesson.
- the progress of students is recorded on the SIMS marksheet for the lesson prior to 3pm on the day of the lesson.

In place of a pre-recorded introductory video, staff may wish to deliver the new learning live through Showbie Video (or Zoom for Sixth Form students), ensuring that:

- student cameras remain off at all times for Y7-11 classes.

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- the teacher manages behaviour within the video chat, muting or removing students if necessary.
- 1:1 video chats between students and staff do not occur. If only one student joins a video chat, the teacher must terminate this and record a video to upload to the group.
- the teacher records all live video elements, making these available to Senior Leaders or Directors of Learning on request.

The expectation is that staff will provide a video explanation of the lesson - there is no expectation that teachers will provide live video. Where these are provided, they are not required to last for the full lesson.

When recording or presenting a live element, the teacher must:

- ensure that no items are visible in the room they are recording in which may bring the school into disrepute. Areas beyond the intended camera view may be visible because of a change of camera angle or a reflection.
- be dressed appropriately, irrespective of whether they intend to appear on camera. This may be professional dress or casual wear suitable for a non-uniform day in the school building.
- not record or present in any private area of their house, (e.g. bedrooms and bathrooms).

Alongside an introductory video or live element, the PowerPoint for the lesson should be provided, following the ASAD 9:

- Retrieval
- Reading.
- Vocabulary and Comprehension
- New learning in small steps
- Misconceptions
- Assessment For Learning
- Independent Practice
- What Is Next
- Challenge Activities

4. Monitoring attendance

For the duration of any school closure, students' official registration marks will be set as per government guidance.

To allow All Saints Academy to track attendance and progress during remote lessons, marksheets have been set up on SIMs. Student attendance to remote lessons should be marked as a Y or N code within the first 20 minutes of each lesson.

Students may be completing work but forget to register. Before marking a student as absent, a message should be sent to them via Showbie to check whether they are present.

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Associate staff, including the attendance team, will make contact home where students have not attended a remote lesson.

5. Monitoring progress

Teachers are responsible for recording whether a student made acceptable progress in each lesson. Registering for a lesson does not provide sufficient evidence that progress has been made.

Each student is expected to submit their work each lesson. This may be as a photograph of a workbook or the submission of a document.

Each teacher is expected to update the marksheet for their class by 3pm on the day of the lesson, inserting a Y for acceptable progress being made during the lesson and an N where acceptable progress has not been evidenced.

Heads of Year will monitor the completion of work rates by students, making contact home at the end of each day a student has not engaged at an acceptable rate.

6. Provision of remote education for SEND students

Teachers and leaders need to ensure that SEND students are able to access remote education where it is in place. Therefore, when remote education is provided, the Academy will:

- Contact the parents/carers of each SEND student within a week of remote education being delivered to agree the approach to remote education.
- Communicate the agreed approach to remote learning to the class teachers of the student in order to make reasonable adjustments to the remote education provision.
- Monitor the learning of each SEND student, making contact with parents and carers where expected learning is not evidenced. A review of the approach to remote education may be agreed in these circumstances.

7. Safeguarding students

While delivering remote education, safeguarding procedures must remain effective.

Staff should remain vigilant when delivering remote lessons, with any disclosures or concerns communicated to the safeguarding team via CPOMs.