

Remote Education Policy for Tawhid Boys School

1. Statement of School Philosophy

Tawhid Boys School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't in school through use of quality Online and offline resources and teaching videos
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child and siblings attending the school who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for KS3/KS4 (*MS Teams, Pearson Activelearn, Mathwatch, Dynamic Learning, Kerboodle, Bromcom*), as well as for staff CPD and parents sessions.
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Use of BBC Bitesize, Oak Academy, *MS Teams, Pearson Activelearn, Mathwatch*
Printed learning packs

The detailed remote learning planning and resources to deliver this policy can be found here:

- Timetable and structure for remote learning will be posted on the www.tawhid.org.uk
- Sequence of Learning https://www.tawhid.org.uk/?page_id=106

- Curriculum resources
 - <https://www.pearsonactivelearn.com/>
 - <https://vle.mathswatch.co.uk/vle/>
 - <https://my.dynamic-learning.co.uk>
 - <https://www.kerboodle.com/users/login>
 - <https://teams.microsoft.com/>
 - <https://classroom.thenational.academy/schedule-by-year>
 - <https://www.bbc.co.uk/bitesize>

5. Home and School Partnership

Tawhid Boys School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Tawhid Boys School will provide a refresher online training session and induction for pupils on how to use MS Teams as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Tawhid Boys would recommend that each 'school day' maintains a similar structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly.

All children sign an 'Acceptable Use Policy' at school (found in their Planners) which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

Tawhid Boys School will provide a refresher training session and induction for new staff on how to use MS Teams

When providing remote learning, teachers must be available between their contracted hours

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work:

Teachers will provide work broadly in line with students' timetables through the school's MS Teams. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. Pearson Activelearn, Mathswatch, Dynamic learning, Kerboodle)
- Live Teaching via MS Teams

Tawhid Boys School will arrange for subject teachers to deliver content in a 'live' teaching lessons. Microsoft Teams/onedrive are platforms that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them).

- Providing feedback on work:

Curriculum tasks should be submitted by 3pm on the allocated deadline and teachers will comment as per the marking policy.

- Once every week for KS4 classes,
- Once fortnightly for KS3 classes
- Work will be continuously assessed on the MS Teams Class Notebook for each pupil and progress will be monitored through work completion in class, HW, test, assessments etc.
- Teacher will continue to use the Sequence of Learning Grid to check pupil progress on a weekly basis
- Progress will be traffic lighted against key objectives and monitored. Pupils will receive feedback on their progress and how to improve.
- Where work is not submitted and or progress is below expectations, the Teacher will contact parents to raise their concerns
- All pupils are to fully engage and participate in their learning to demonstrate the progress they are making
- A portfolio of pupils' work will be used to determine the end of Term final grade in each subject
- Consolidation activities with further examples to emphasise developing mastery.
 - Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the subject teachers email account (info@tawhid.org.uk)
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

DSL (Designated Safeguarding Lead)

Usman Mapara umapara@tawhid.org.uk

DDSL's (Deputy Designated Safeguarding Leads)

Ashfaq Khan akhan1@tawhid.org.uk

Yahya Rawat yrawat@tawhid.org.uk

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Monitoring pupil Attendance in lessons
- Monitoring staff attendance weekly

IT Technicians

The ICT co-ordinator (Y Rawat) will work with IT technicians responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.

Expectations of students

- Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor/ teacher) on a regular basis. In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.
- Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using MS Teams Assignment then they should mark tasks as "done" so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's form tutor.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from their lockers home, or for

parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these. The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Expectations of teachers (and subject areas)

- Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device (subject to availability and finance). If there are IT related issues while remote working, teachers can contact the Mr Mapara or Mr Rawat via email.
- The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas.
- All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. The SLT will monitor this and should be included in the tasks set in MS Team as a co-teacher. Teachers are responsible for providing constructive feedback to their students in a timely manner. SLT are responsible for overseeing the form and regularity of feedback, and will liaise with faculty heads and Deputy Head to ensure consistency.
- In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the teacher to set cover work to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded with Mr Mapara

Subject areas are expected to:

- Plan and deliver 'live sessions' according to the timetable
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using the tasks functionality in MS Teams
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work). Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous).
- If parents ask for additional work beyond that set as part of the requirements above, teacher should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction.
- In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure.
- Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult Mr Rawat or Mr Mapara.
- Teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, 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. Communication must always occur via official school channels, and not through personal accounts or other websites.

When using MS Teams

- Sit against a neutral background, or set an appropriate background via MS Teams
- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language
- Record live streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.
- To record in Microsoft Teams:
 1. In the meeting, click 'More options' (the 3 dots) > 'Start recording'
 2. Wait for the recording to start (you'll get a notification saying 'Recording has started')
 3. When you finish, click 'More options' > 'Stop recording'
 4. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)

When Teachers are phoning pupils

1. Do this through parents' phones only (unless this itself poses a safeguarding risk) and in all cases make sure parents are aware and agree
2. Call in school hours as much as possible
3. Make sure someone else at school is aware, and keep a record of the date and time of each call.
4. Have a parent there at the child's end, and have the phone on speaker phone.
5. Use 141 to block personal number so parents don't see it. (Give parents a heads-up of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.)
6. If teachers are using video calling, take the same steps as above.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy

- Data protection policy and privacy notices
- E-Safety policy
- ICT safety acceptable use policy
- RSHE Policy