



The Skills Hub

Remote Learning Policy

2021-22

Remote Learning Policy for Guided Home Learning (GHL)

Rationale

In the event of a full school closure that means pupils have to be taught remotely, the school is committed to providing continuity of education and will do so through a process of (online) **guided home learning**, known as **GHL**.

This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence. Remote learning and GHL take place primarily via the Microsoft Teams (MS) environment, unless there are technical reasons why this cannot happen and another platform may be nominated in limited circumstances.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this might apply if parents made the decision to absent their child from school 'as a precaution', against official guidance and without permission from the school, in the event of an outbreak of infectious disease.

The term '**critical-worker children**' refers to pupils whose parents have a crucial role in society and therefore are unable to support GHL at home. It may also include certain vulnerable pupils for whom a request to work in school has been granted by the Principal. These pupils will always be able to come into school and will be supervised while undertaking GHL or attending face to face lessons.

Remote learning in the event of extended school closure (Guided Home Learning – GHL)

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Direct, live, instruction from teachers including pre-recorded lessons, following the set timetable or alternative curriculum, with the ability of students to communicate directly with teachers online via video calls, MS Teams.
- b) The setting of work that students complete electronically and is returned by the teacher, with feedback, via MS Teams. The setting of work by teachers that is paper-based will be mailed via post to the parents/carers with a self-addressed envelope included for returning to the school. This will be marked by teachers with feedback given.
- c) Critical-worker children supervised in school, following GHL

Students and teachers are expected to have access to the internet whilst at home. The school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are:

MS Teams: accessed via the relevant app or desktop application, or via the following URL:
<https://teams.microsoft.com>

Access to these platforms is via a student's normal school MS Teams login; if students have difficulty with logging in, they should contact the school's ICT and Data Manager.

In a complete closure, MS Teams will take place according to the subjects studied with pre-recorded online lessons delivered by teachers. This can be either from home or school, assuming teachers have the Principal's permission to come in. Teachers will be available online during identified times during the day if further support is needed when understanding and completing the work.

The setting of tasks in GHL

Subject areas will provide work in line with students' subjects studied. Tasks will be set in accordance with existing schemes of work, and assignments 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 (and individual pupils within the groups as needed). 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 and/or watching a relevant video resource and making notes on it
- Written responses to prompt questions, essay plans etc. and/or completion of practice questions or past papers, particularly for those in examination years

Teachers should set tasks as outlined above.

Assessment and feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning and teachers should endeavour to provide individual feedback to students on pieces of work that they are required to submit both online and paper-based. However, under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case under GHLE. Assessment and feedback is in accordance to the schools Marking and Assessment Policy.

When they set assessed work, Teachers must ensure it is designed in such a way that **meaningful feedback** may be provided. Feedback is at the heart of our assessment policy and, when given well, has arguably the greatest impact in terms of improving outcomes of any pedagogical approach. Possible methods may include:

- Recording **oral feedback** and sharing an audio file. Hearing the teacher's voice is hugely important to students, especially in a GHLE setting. Furthermore, it can often make the delivery of feedback less onerous to teachers.
- Providing whole class feedback rather than comments on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

Expectations of students

Students will be expected to participate as fully as possible in the remote learning process, view pre-recorded online lessons, 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.

Expectations of teachers (and subjects)

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subjects 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 Deputy Principal (Teaching and Learning) will monitor this.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with the Deputy Principal (Teaching and Learning) to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded with back to work discussions conducted remotely if required.

Teachers and subject areas are expected to:

- Plan and deliver 'pre-recorded lessons' where appropriate in consultation with subject leaders and Deputy Principal (Teaching and Learning)
- Respond to reasonable amounts of communication from students, parents and all staff

- Plan and set tasks for their students using MS Teams
- Set and mark assessed work promptly, in line with school and subject policies, returning it to students electronically

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

If parents ask for additional work beyond that set as part of the requirements above, subjects should continue to use upload work onto MS Teams and attach to individual student profiles.

In order to ensure teachers can perform the expectations outlined above, the school will provide a range of training opportunities. 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 with the ICT and Data Manager.

Unless there are extenuating circumstances, 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 3.45pm. (meetings may take place beyond this time as in normal operation, however). Responses should be made to electronic messages within one working day where possible. 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.

- Email using school email addresses only (both teachers and student)
- Microsoft Teams

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils from the SENCo and Deputy Principal.

The SENCo, Literacy/Numeracy Intervention Leads, teachers and support staff will generally work on an individual basis with a group of students identified as having specific SEND needs during GHL.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, Solution Teams (under the guidance of the Assistant Principal – Student Experience) should check in regularly with their students to monitor both academic progress and their general wellbeing. Skills Coaches will be expected to pass on feedback to relevant staff members, particularly if there are concerns or a lack of communication.

Form time will take place via live video conferencing each day and registers taken on SIMS and followed up according to the attendance policy. Records of all communications should be kept on SIMS and Passports as per usual.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and all staff are reminded that the school's Child Protection and

Safeguarding Policy still applies to all interactions between pupils and all staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

More advice on safeguarding and pastoral issues is available in the guidance for all staff document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead, Isobel Callaby or The Deputy Designated Safeguarding Lead, Katie Donegan.