

St Benedict's Catholic High School



Remote Learning Policy

Reviewed: Sep 2020

Reviewed by: CE, AJM, KW

Approved by: SLT/LGB

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Remote Learning Policy

Introduction

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. 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 learner absence.

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, two week blocks of work and study materials will be made available for all subjects and for all year groups on the school website. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days.

If a significant number of learners are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure

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

- Regular direct instruction from subject teachers in line with the normal school timetable provided via ClassCharts with the ability of learners to ask questions online (via email)
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Learners 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 platforms the school will use to deliver continuity of education are:

- ClassCharts for the setting of all work electronically
- Microsoft Teams when live lessons are appropriate
- Other online platforms for individual subject areas such as MyMaths and Seneca

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

Individual subjects may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions as this may or may not be achievable depending on their own individual circumstances.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with details of 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 help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality in teams.

Learners will be provided with a school email address to avoid any issues regarding GDPR. There will be no expectation for parents/carers or learners to provide their own email addresses for use.

If teachers are intending to deliver a live lesson, this will be indicated via ClassCharts and an invitation to attend the session will be provided via the learners' school email account. Live lessons will be approximately 40 minutes in length. Learners who are unable to attend the session virtually will have access to the content of the lesson as the materials for the session will also be uploaded to ClassCharts.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

The frequency of feedback will be compliant with the school's assessment and feedback policy that states students will receive feedback and be expected to make improvements to their work, once per half term in non-core subjects and twice per half term in core subjects of English, Maths, Science and RE.

Feedback may consist of whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.

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, completing work set on ClassCharts, attending relevant live sessions, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis. Learners should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If

learners 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 learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the learner's form tutor or head of year.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the learner's ability to print at home.

During live lessons, the following expectations of learners apply:

- An adult is present in the home during the live lesson - the school is not responsible for supervision of children who are left at home
- The camera function is switched off so that the learner is not visible to others while in their home environment
- School rules regarding behaviour and language still apply and students must be respectful of staff and other students
- Students must not record or take pictures of your teacher or classmates during your online sessions

Expectations of teachers

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. 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 learners have a range of activities to complete at home and that the tasks set are accessible to all. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

Teachers will set work daily in line with the normal school timetable. Lessons and resources will be uploaded to ClassCharts by no later than 9 a.m. and will be available for a seven-day period. Lessons will be planned to take approximately 40 minutes to complete and there will be optional extension/challenge tasks provided for those learners who are in a position to do more.

In the event a teacher is unwell during a period of remote learning such that they cannot provide work for learners, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Teachers should follow the normal absence procedures in reporting unfit for work.

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, subject areas should have a bank of general resources available and point pupils and parents in that direction.

Teachers will be expected to be contactable remotely by colleagues, learners and parents. Teachers should also ensure their communication with learners 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 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 teachers require support with any aspects of remote learning, they are encouraged to consult their line managers.

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. SEND information is provided via the SEND register and advice can be sought from the SENDco and the Inclusion team. In addition, the SENDCo in will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers if required.

Safeguarding during a school closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. 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.

Where a lengthy school closure is in force due to local or national lockdowns, the school will make regular contact with students to conduct welfare checks.

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