St Richard's Catholic College

Remote Teaching and Learning

The Policy was approved by the Governing Body: October 2023

Chair of Governors:

The Governing Body will review the policy in October 2024

<u>Remote teaching and learning policy in the event of self isolation and/or temporary school closure</u>

The aims of this policy are threefold:

- To outline procedures and practice for pupils in self isolation, and who are otherwise fit and healthy, to continue with their academic studies
- To outline procedures and practice for staff in self isolation, and who are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of the Assessment and Feedback policy
- To outline procedures and practice for staff, pupils and their parents to continue with their learning if the school has to close due to inclement weather, advice from Public Health or train strikes.

1. Remote learning for pupils who are in self isolation whilst the school is still open
Pupils are advised to self-isolate for three days if they have tested positive for Covid-19. If the child feels well enough, during any such period, the school will make sure that education is provided remotely (online) so no-one need fall behind their peers. This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

Pupil expectations:
Pupils should retain structure to their working day starting with log-in to Edulink at 8:30am and follow their normal timetable for the timings of each session. Pupils should check Edulink to see the posts/resources for each subject and complete all set work and, if requested, to hand in work on Google Classroom or direct to the teacher via email. Pupils should communicate with their teachers and ask questions if they do not understand/require help using email. All work should be completed ready for return to lessons including homework set on Edulink.

Teacher expectations:
It is recognised that teachers will have to cover their normal timetabled lessons and may be teaching classes for most of the day. They should endeavour to find time whenever possible ahead of lessons to set work that covers the salient points covered. Any electronic resources used in the lesson, including worksheets, Google slides and textbook resources, should be shared with absent pupils to enable them to follow as closely as possible the learning covered in lessons. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.

Teachers should alert pupils as to where the lessons/resources can be found and remind them regularly as well as and have this noted on Edulink.

Parents expectations:
Parents should encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks. Parents/carers may wish to contact the pupil's tutor or teacher if there are any concerns.

2. Remote teaching for staff who are in self isolation

Teaching staff are required to self-isolate for three days if they have tested positive for Covid-19. During any such period, the school will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

If a member of staff has tested positive, displays symptoms but is feeling well enough to teach, they are expected to: follow the normal guidelines for planned absence which is noted in the Staff Handbook. They are expected to deliver their lesson via Google Meet to the class with a cover teacher in the classroom. The teacher should plan resources and tasks and note these on a Cover sheet along with the Google Meet code. This should be placed in the Cover folder. The Cover Supervisor will support the pupils in class with the resources or participating in the tasks set. Additionally, they should mark work and give feedback remotely as per point 3 below.

3. Remote teaching and learning in case of enforced school closure

If the school has to undergo enforced temporary closure due to Government and/or Public Health guidelines, the following will apply:

Pupil expectations:

Pupils should retain structure to their working day starting with log-in to Edulink at 8:30am and follow their normal timetable for the timings of each session. Pupils should check Edulink to see the posts/resources for each subject and complete all set work and, if requested, to hand in work on Google Classroom or direct to the teacher via email. Pupils must attend each lesson via Google Meet so that they are registered with the teacher and can participate fully in the learning. Pupils should communicate with their teachers and ask questions if they do not understand/require help using email. All work should be completed ready for return to lessons including homework set on Edulink.

Pupils must sign off that they have completed set work as per teachers' instructions using the Google Classroom 'submit' function. Pupils may need to photograph work of a visual nature and submit this to teachers. Deadlines must be met; the consequences policy will be put into place and Subject Leaders/Pastoral Leaders will be informed if they are not. Parents will be contacted to understand the issues that pupils may be having.

Parents are expected to:

Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible. Contact the Form Tutor or subject teacher if there are any concerns.

Teachers and support teachers are expected to:

Teachers will follow their teaching timetable and deliver 'live' lessons via Google Meet sharing the code with pupils to enable them to attend the lessons. The lesson will be recorded and will be available for 30 days. Teachers will upload teaching materials/lessons to Google Classroom and Edulink ahead of the lesson so pupils are prepared to study.

Teachers will set work equivalent in length to the lessons on their usual timetable and will deliver 'live' teaching during scheduled lessons and answer any questions pupils may have.

It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate. It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.

Teachers will set tasks on Google Classroom and Edulink that includes lesson activities and resources, as well as any homework that would normally be set. Marking and feedback using Google Classroom/Edulink will occur with the same regularity they would have done if in school and following the Assessment and Feedback policy. They will make sure that all resources are available online including scanned pages of textbooks.

Teachers will use the usual rewards and consequences such as House Points /postcards home or behaviour points, as well as verbal praise/warnings in Google Meet 'live' teaching. They will email parents if there are ongoing concerns.

Subject Leaders are expected to:
Fulfil expectations of a normal classroom teacher as well as regularly check department pages and the work being set on Edulink/Google classroom. They will regularly check in with their departments to ensure that staff are consistent in their approaches and pick up on any potential concerns early on. Subject Leaders will provide support to colleagues in their teams to ensure that work is provided as required. They will liaise with Pastoral Leaders as required if their interventions fail to enable pupils to engage fully in remote learning.

The Learning Support Department is expected to:
They will connect with parents and/or pupils who receive one-to-one SEN support, during their usual allocated time, to check how they are coping with the home learning. The SENCO will coordinate the Teaching Assistants to reach out to pupils/staff and provide guidance/feedback as necessary. Some pupils will be taught remotely by Teaching Assistants using an amended timetable and deliver a curriculum identified by the normal classroom teacher.

Leadership and management team (LMT) expectations:
Alongside any teaching responsibilities, LMT are responsible for, they will co-ordinate the remote learning approach across the school to ensure that a broad, balanced, appropriate and challenging curriculum is in place. They will monitor the effectiveness of remote learning through meetings with teachers and Subject Leaders, and reviewing work set or reaching out for feedback from pupils and parents. LMT will also monitor the security of remote learning systems, including data protection and safeguarding considerations.

IT staff are responsible for:
The IT department will support pupils and staff to fix issues with systems used to set and collect work. They will help staff and parents with any technical issues they're experiencing as well as work with Pastoral Leaders to support families as much as possible where there is difficulty accessing the internet or devices. They will continually review the security of remote learning systems, flagging any data protection breaches to the Data Protection Officer.

The Governing Body is responsible for:
Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and will challenge the Principal to ensure that teaching and learning provision is provided to the highest possible standard. They will ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

NOTES All staff are skilled to set tasks using Google Classroom. Further support is available from John Steele, George Filsell, Rebecca Forster-Simmons and the IT department. Available tools to enrich home learning are: School subscribed software and platforms e.g. Mymaths, Kerboodle BBC Bitesize, Oak Academy, Twinkl, Sparx, Mathswatch, Seneca, Youtube, Quizlet and Kahoot Collaboration. Many pupils will find working from home a lonely experience, without the opportunity to collaborate with their friends. The use of Google Meet for lessons can give pupils a space where they can work together with their friends and their teachers to progress learning, swap ideas and answer questions.

Feedback - pupils can continue to receive the feedback they need through online annotation of documents, along with audio feedback (e.g. Mote), whilst teachers can track their progress and see where support is required. They can also see this through oral participation in lesson via Google Meet.

Safeguarding This guidance document is supported by the Safeguarding policy at St Richard's Catholic College.
Specific additions to note: Parental involvement during 'live' lessons: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils only. Parents should not be sat beside their child during the lesson.
We are aware of the increased level of risk around 'live' lessons with pupils, however, there are many reasons why they are appropriate. Pupils should follow the same guidance as conversations in school (e.g. appropriate standards of dress as worn at school and appropriate use of language).

Links with other policies:

Pastoral Care and Behaviour Management policy
Attendance policy
Child Protection and Safeguarding policy
Assessment and Feedback policy
Curriculum policy
Data Protection policy
Acceptable Use policy
Online Safety policy