



**Central Lancaster
High School**

Remote Learning Policy

Date: December 2020

Review date: December 2021



Remote Learning Policy at CLHS

Rationale

We have a moral duty to provide an education to all our students in our school community. During a period in which we may see an increase in student absence and potential school closures, it's important that we are providing an education to those students who are accessing their education from home. This education has to be challenging, purposeful and meaningful to our students and their studies.

This policy outlines how we are collectively going to achieve that and our expectations for our students, staff and parents.

Department of Education's Expectations

The Department of Education have set out some clear expectations about what they expect school's remote learning provision to achieve for students.

When teaching pupils remotely the DfE expects schools to take into account pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Where students do not have access online, the school should provide paper alternatives or provide the technology required.

What the research says about Remote Learning

EEF's (Education Endowment Foundation) report highlights key areas which are proven to have a positive impact and effect on students' remote learning. These are summarised below:

- **The elements of effective teaching are present.** For remote learning to be effective, the elements of quality-first teaching need to be in place. Clear explanations, appropriate scaffolding, feedback, sufficient challenge – all of these need to be apparent in our remote learning. This can be done 'live' or through a teacher recording of a lesson. In our case, both.
- **Students have access to the technology that they need.** Where students don't have access, we will look to provide the technology they need or provide paper packs or, if they are deemed 'vulnerable' and school is open, bring them back into school.
- **Peer interactions can improve motivation and therefore engagement.** Giving students the opportunity to either online chat to their peers, peer assess each other's work or work collaboratively on a project, is shown to increase students' motivation and engagement with their remote learning. The more opportunities we give for peer interactions, the more likely it is to improve engagement.
- **Explicit guidance and strategies on how students can independently work effectively.** We need to give our students explicit instructions of how best they can work independently. This includes:
 1. Providing a timetable that they can follow
 2. For any tasks that we set, we highlight the suggested completion time on ClassCharts
 3. We give explicit instructions of how we want students to complete the task: how we want it to look, checklist of what it should have.
- **Mixed remote learning diet.** We vary our method of remote learning depending on the purpose of the learning. For a revision task, an online quiz may be best suited. However, for new content, a recorded teacher explanation with clear explanations and scaffolds will be best suited.

If you would like more information about the research, please visit:

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Aims of Remote Learning at CLHS

When teaching remotely, our aims are to:

- 1) mirror the quality and standard that students would receive in the classroom
- 2) match content and skills to the subject curriculum
- 3) ensure that lessons are meaningful and purposeful
- 4) adhere to the EEF's research about effective remote learning provision.

In order to achieve this the school will:

- Make use of available technology to deliver work remotely. Principally, the school will use ClassCharts to deliver homework and remote home learning for longer periods;
- Make use of other external providers such as Oak Academy or BBC Bitesize to supplement our own resources where appropriate;
- Where possible, provide live on-line lessons via Microsoft Teams for pupils to access in real time from home. This provision will not extend to a full timetable and will be designed to support additional independent work delivered via ClassCharts.
- Make use of internal and external support mechanisms appropriate to each subject area e.g. subject network meetings

Remote Learning User Agreement

All parents will agree to the 'Remote User Agreement'. Parents will do this electronically on a Microsoft Form. The 'Remote User Agreement' outlines our expectations for both students, staff and parents when teaching and learning remotely.

Safeguarding – safe and effective remote learning

- Always follow the school safeguarding policy and the remote learning guidelines
- If any safeguarding concerns arise, report them to the school safeguarding team
- Log in using your school Office 365 account
- Only use school emails for communication

Staff and pupil self-isolation

Staff who are self-isolating will be expected to place lesson for all their groups on ClassCharts, unless unwell.

Pupils who are self-isolating will be expected to complete lessons for each school day and submit work on ClassCharts if required.

The school marking and feedback policy applies, therefore not all work will receive feedback.