



## Remote Learning Policy

Christ the King Catholic High School

### **A. Introduction**

The aim of this policy is to consider the practical implementation of blended learning across a number of eventualities in order to ensure students, teachers, parents and other stakeholders are clear about expectations and responsibilities.

This policy draws on recommendations made in:

The Education Endowment Foundation (EEF) research evidence on supporting students to learn remotely:

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

The government guidelines to secondary schools on good practice for remote learning (November 2020):

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

### **B. Rationale**

There is an emerging body of research into “remote/blended learning”, a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. This new approach to teaching and learning has grown exponentially due to wide spread school closure as a result of Covid-19. The evidence of what works is clear and strengthening. The EEF have identified the following key areas to consider for successful blended learning provision:

- **Teaching quality is more important than how teaching is delivered** providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, feedback) then there is no difference between the effectiveness of real time remote lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding.

- **Ensuring access to technology is key, particularly amongst disadvantaged students**

Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of students who may have less access than others and require extra provision/ support through our laptops for students' scheme or worksheets where internet access is not available.

- **Peer interaction provides motivation and improves learning outcomes**

Peer marking, modelling and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners.

- **Supporting students to work independently can improve learning outcomes**

Using metacognitive approaches to encourage reflection and promote deliberate practice helps learners engage more effectively but also reminds them of key learning and thinking skills.

- **Different approaches to remote learning suit different types of content and students**

Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD and coaching.

### **C. Defining Remote Provision**

We recognise that personal contact with our students is key to maintaining motivation and engagement, as well as sustaining fruitful relationships, both teacher/student, peer to peer and with parents.

We also recognise that when providing remote learning variety is key. The research is clear that students should be facilitated to engage in a variety of remote learning activities, including direct instruction, real time lessons, recorded sequences, quizzes, formal assessments, discussion forums, break out rooms and online material (including those set on Firefly, our virtual learning platform).

We also consider on-going pastoral support to be central to ensuring our students remain linked to our school community. This occurs through contact with their Achievement Co-Ordinators.

The government has specified minimum expectations for remote provision;

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching students would receive in school

- 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
- gauge how well students 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 students' understanding

#### **D. Specific approaches for different scenarios where blended learning may be required**

- **Teacher absence due to self or family isolation whilst awaiting a COVID-19 test result**

Staff member will be expected to set work via Firefly providing they are well and not caring for a dependant within the household who is unwell. COVID return to work procedures to be followed in liaison with the school Business Manager. As circumstances dictate and if the teacher remains well, then they should continue to set work via Firefly, and, in negotiation with the teacher, provision will be put in place for them to deliver lessons remotely to their classes. If they are a House Tutor they may be expected to check in remotely with their Tutor Group. They will continue to assess work on line. This will take immediate effect after the teacher goes into isolation and will continue for the duration of the time they are physically absent from school, providing they are well. If they are unwell and unable to work, cover would be set by their Head of Department.

- **Student absence due to self or family isolation whilst awaiting a COVID-19 test result**

Parents must inform the school via telephone or Group Call Xpressions that COVID-19 symptoms are the reason for their absence and follow NHS 111 guidance as to who needs isolate and book a test. Teachers will initially be asked to set work via Firefly as with any other absence. Parents should notify school of results and follow advice from the school about when they may return to site learning. Whilst the household is in quarantine the student will be set work via Firefly as for any other absence, and receive feedback from their teachers on what they have submitted. If appropriate students will receive regular contact from their Achievement Co-ordinator.

Students who are unwell need to focus on getting better and the school will help them to catch on any work they have missed when they return fit and well. However, students who are absent for Covid-related issues, and are well enough, will be able to access work they miss via Firefly once staff have had the opportunity to upload this at the end of their working day.

- **Long term student absence due to shielding or COVID related concerns regarding either themselves or a member of their family.**  
In this eventuality provision will be negotiated on a case by case basis, but will include an individual timetable, remote work set via firefly, and regular catch ups with Achievement Co-Ordinators.
- **Track and trace case within a bubble**  
If a bubble is required to isolate then students should follow their normal timetable; their work will be accessible on Firefly and may include some lessons delivered by Teams. Students will receive feedback via firefly. Teachers will expect to deliver lessons according to their school timetable.
- **Track and trace case involving several members of staff**  
If a large number of staff are required to isolate at one time the school may need to move to Tier 2 guidance for opening on a rota system to different year groups. During isolation staff not in school will provide remote learning for their classes (if they remain well). There will also continue to be pastoral check-ins.
- **Local lockdown Tier 2**  
All vulnerable children and children of critical workers will have access to being taught on site, with the emphasis on keeping year group bubbles separate.
- **Local lockdown Tier 3**  
Vulnerable children and the children of critical workers will continue to be taught in school. The rest of the school will revert to remote learning following their normal in school timetable. If the Government may prioritise certain secondary year groups to be in school. In this eventuality we will follow the specific DfE guidance for the locality.
- **Whole School Closure Tier 4**  
The School will revert to the full remote learning timetable. Full time provision will remain in place for vulnerable children and the children of critical workers.

## **E. Support for Staff**

Staff should access the Teach Meet section of Firefly for information on how to deliver remote learning using a range of formats.

## **F. Staying safe on-line**

The Department for Education have provided useful information for parents and carers on keeping children safe online. It provides links to online resources that will help support parents and carers in keeping their children safe online:

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

## **G. Safeguarding**

This policy should be read in alongside the school's Safeguarding and On-Line Safety Policies. Staff should report any safeguarding concerns to the Safeguarding Team in the usual manner.

When delivering lessons using TEAMs staff should follow the following protocols:

### **Students**

1. Please make sure that your parent/carers know you will be taking part in a live/recorded lesson.
2. 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 required tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school on a regular basis.
3. When you enter a 'Team' make sure your camera/microphone are switched off. They may be turned on later.
4. Students must not record or screenshot their learning on any device.
5. School uniform for students is not needed however, attire must be modest and appropriate, for example, something that would be appropriate to wear on a non-school uniform day.
6. When taking part in a live streaming session, where you are visible on the screen you must consider your surroundings. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Alternatively, Microsoft Teams has a facility to choose an anonymous background. Students should not be in their bedrooms.
7. Do not send messages to other students via chat link; all members of the team can see messages.
8. If you are likely to disturb others, use headphones.
9. Be aware of what can be picked up around you on the microphone-siblings, parents, music, T.V etc.

10. Students should not be eating.
11. As you would be in school, please polite and courteous at all times.
12. When the lesson is over make sure you leave the lesson before the teacher when asked.

### **Parents/ Carers**

1. Parents/carers should not interact with teachers during live-streaming sessions, in so much as they would not be able to do this if the teaching was face to face. The live-streaming sessions are for the benefit of students and are intended to replace on-site teaching during a time of extended and enforced school closure.
2. Parents/Carers should provide a secure and safe place for the student to access remote learning from the home and be aware of additional changes to the behaviour policy to support remote learning. Just like in school, parents should support their child to be respectful to all members of the school community when partaking in online learning.

### **Staff**

1. Normal school business wear for staff is not needed however, attire must be modest and appropriate.
2. When taking part in a live streaming session, where you are visible on the screen, you must consider your surroundings. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Alternatively, Microsoft Teams has a facility to choose an anonymous background.
3. Should any safeguarding concerns arise; these are reported as a matter of urgency to the Safeguarding Team.
4. An attendance record of who attended each live teaching session should be completed. Absences from the 'Team' should be sent to the school office to follow up on the same day.
5. If there are IT related issues while remote working, teachers should contact IT Help Desk.