

Remote Teaching and Learning Policy

This document is intended to provide clear guidelines and parameters for remote teaching and learning during this period of school closure.

As well as revisiting previous learning, it is an expectation that teachers are delivering new and current curriculum content in line with the current programme of study. Where possible, this should mirror the classroom curriculum delivery. However, some adaptations will need to be made in some areas of the curriculum for practical subjects such as PE.

Listed below are the possible pathways for delivery with the majority of remote learning being accessed through Google Classroom:

- Google Classroom
- online learning platforms such as Seneca and Hegarty Maths
- revision guides and practice books (KS2 SATs and GCSE).

Current guidelines from the DfE indicate that the following number of learning hours should be delivered daily:

Primary school-aged students: 4 hours

Secondary school-aged students in key stage 3: 5 hours

Secondary school-aged students in key stage 4: 5 hours

These hours are made up of both remote teacher support and independent work. When setting lessons remotely, it is important to factor in the additional time it will take students to access work independently from the teacher. In addition to this, teachers should consider:

- the accessibility of the material provided (including reading level)
- how material is being differentiated for pupils with differing needs (pupil passports should be used to inform this)
- the ability of pupils to use the internet safely to aid learning
- access to resources, including stationery and the internet.

The following approaches to remote learning should be adopted:

- online support, including feedback, through Google
- pre-recorded teaching videos
- voiceover Powerpoints
- referral to subject specific websites such as Hegarty Maths
- incorporation of readily available resources, such as videos and quizzes, through platforms such as Oak Academy and BBC Bitesize
- long-term project work (broken down into manageable chunks).

Feedback and Assessment

Students should be provided with regular feedback as per the school feedback policy and their progress should be tracked through the work submitted. Teachers should adopt a variety of feedback strategies to ensure that workload is kept to a manageable level. The following strategies for remote feedback and assessment are recommended:

- live whole class feedback during the timetabled Google Meet sessions
- recorded whole class feedback

- retrieval practice
- Google Forms that provide the teacher with a breakdown of student performance
- materials to support self-assessment (through Google Classroom)
- Q&A through the Google Meet sessions
- written feedback on submitted work (WWW/RRR) - you can create comment banks in Google Classroom to support this
- automatic feedback via digital platforms.

** Further guidance specific to either primary or secondary colleagues will be provided as necessary by Mr Brimley (primary) or Mrs Shaw (secondary).*

Student Engagement

Whilst students are expected to follow an established routine for remote learning, it is important to recognise that due to personal circumstances, this might sit outside of the timetable we have published. For example, where students are sharing devices with siblings. To support all students effectively, please be considerate to this when setting deadlines for submitted work. The following mechanisms will be used to monitor engagement:

- daily contact will be made centrally for students who fail to login to Google Classroom
- teachers will regularly set assignments through the 'classwork' tab on Google Classroom that should reflect the lesson objectives delivered
- teachers will record engagement levels on a weekly basis through ClassCharts
- tutors and classroom teachers will make weekly contact home to monitor engagement and academic progress
- HOY/Pastoral Leads will add an additional layer of support in terms of contact home - this will be focused on welfare checks as well as remote learning.

Students with Additional Needs

Classroom teachers will ensure that the advice on student passports is used to plan and deliver remote learning. In addition to this, the academy SENDCO with the help of their team will provide an additional layer of support for students with additional needs. This might include further differentiation of resources provided by classroom teachers.

Student Behaviour

Teachers should be aware of the need to proactively manage behaviour during Google Meet sessions. In the main, this should be tackled via the school's traffic light system. If a student gets to their third warning, they should be removed from the Google Meet. Teachers are expected to follow this up with contact home.

Online Safety

Staff should not be using their school emails to communicate with pupils outside of communicating with students in Google classroom. We also advise against communicating with parents and pupils outside of normal school hours.

Google classroom can only be accessed by those with an FCAT issued email account. This ensures that the classrooms are a safe environment.

When communicating with pupils via Google Classroom it is important that a professional and business-like tone is maintained. Where possible, all Google Meet sessions will be led by teachers within the school building and therefore, business-like dress will be worn.

When conducting a Google Meet session, teachers should make sure that the meeting link is only visible to students during the scheduled slot. They should make sure that they are the last person logged into the meeting and then remove the visibility of the link at the end.

At the beginning of every Google Meet session, students should be reminded of the following guidelines:

- microphones are to remain muted unless students are talking directly to the teacher
- students should be working in a communal space in the home.
- students should be dressed appropriately
- cameras can remain off.

Internet Security

When accessing web sites and before entering any personal information you can ensure the link to that site is secure if:

- there is a padlock symbol in the browser window frame that appears when you try to log in or register;
- the web address begins with 'https://'. (The 's' stands for 'secure').

Assuming these are in place you have accessed a site where the owners have been issued with a digital certificate by a trusted third party. This suggests that information being transmitted is encrypted and protected from being intercepted by their parties. However, a certificate is no guarantee that the owner of the site you are communicating with is who you intended to communicate with so always carefully check the web page address to confirm its authenticity.

Here are some simple tips to follow:

- check there is a padlock in the browser window or 'https://' at the beginning of the web address, if not do not enter personal information;
- check for an email, contact number and/or postal address – if in doubt contact them directly to ensure they are authentic;
- check the website address – look for misspellings, digits and characters that are incorrect
- web search any site you are suspicious about to see if others have identified it is fraudulent or malicious.

Safeguarding

All safeguarding concerns should be dealt with through normal school channels - ie by logging immediately on MyConcern. Social isolation and confinement within the family home may have an adverse effect on some pupils' mental health. Staff need to be vigilant for any warning signs.

GDPR (General Data Protection Regulation) Considerations

The principles, procedures and responsibilities of the GDPR apply in full in relation to remote learning and all online learning tools and systems must be used in line with privacy and data protection/GDPR requirements. It is the advice of the academy that all colleagues treat every interaction with a child as 'sensitive' in data protection terms.