Bullers Wood School

Remote Learning Policy

Quod Potes Tenta
Strive to your Utmost

Policy reviewed 2020 by:	Date of Adoption:	To be reviewed:
S. Osborne AHT	January 2021	

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.

Preparing for Remote Learning

The school will be proactive in ensuring that:

- Staff have received Microsoft Teams for Classes training
- Staff know how to set up their classes in Teams
- Students within classes have access to the relevant Microsoft Team
- Staff have the ability to host a Teams Meeting with their classes either from their classrooms or from home
- Parents and students are made aware in advance of the arrangements in place for the continuity of education
- Support documents are available for staff, students and parents

Remote Learning Practice and Recommendations

Teachers

When providing remote learning, teachers must be available during normal school hours.
If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. If they are unable to deliver a remote lesson they should inform their Head of Department.

Self isolating Teachers

Teachers who have been instructed to self isolate should set robust cover for KS3 and KS4 classes. The work should be sufficient for the whole double lesson. For KS5 lessons only teachers can either.

- Provide a powerpoint, if possible with audio complete with tasks/quizzes/resources.
- Set up a live lesson on MSTeams for the scheduled lesson time. Please direct students who will be in school to bring headphones to enable them to join the lesson. The lesson should be recorded and posted on Teams along with the lesson resources.

Individual students

A centralised document will be updated daily listing students who are isolating. Staff should check this list and send work for students to complete in time for the timetabled lesson. Please note that on the first day of isolation this may not be possible, work should be sent to students by the end of the day school day at the latest. Work should be equivalent in amount to the face to face lesson and cover the same topic, it can include the lesson ppt and resources. This can be send via email or set on ShowMyHomework.

Blended Learning

Provision for blended learning is dependent on its judged effectiveness in a subject or topic and access to appropriate equipment. If a large proportion of students (half or more) are missing from a class the teacher may decide to use a blended learning approach and invite isolating students to join the lesson via MS Teams. Students will be invited prior to the session. Attendance at an online lesson should be logged in the comments section on SIMS.

Delivering Remote Learning

In the event that an entire year group is isolating or the school is closed then remote lessons will follow the normal school timetable slots. Attendance will be recorded on SIMs as directed.
Students will be directed to check ShowMyHomework for instructions on their lessons. Staff should label the lesson title in SMH with the day, date and period and include a link or details on how to join the MSTeams live lesson and any other platforms being used in the lesson. Resources can be loaded either on

MSTeams or SMH and should we clearly labelled or numbered. If appropriate, lesson resources should be uploaded the day before.

Students log into MS Teams at the time stipulated by their teacher for the live element of the lesson which will last a **minimum of 30 mins.** Behaviour expectations should be made clear at the start of every lesson. Please use the guidelines in the Behaviour Expectations section at the end of this document to ensure consistency. Teachers can engage students by using the Chat function for questions and answers and by requesting students to unmute their microphones to answer questions when directed. It is acknowledged that remote teaching requires a slower delivery pace than classroom teaching, teachers should be mindful of this when delivering content and be aware that covering the curriculum content will take longer. For the rest of the allocated lesson time students should be set a variety of recap activities, independent and consolidation tasks which enable the teacher to monitor learning and progress.

Setting homework
During remote learning the setting of homework for KS3 (Yr 7,8 and 9) students will be suspended. Extension work to be completed outside the lesson will be set as Optional Learning Activities (OLA's) only. There is no requirement for students to complete these or for teachers to mark them. Homework for KS4 (Yr 10 and 11) and KS5 (Yr 12 and 13) will be set as per normal.

Student feedback
Feedback should be given to students at least weekly. This can take a variety of formats, ideally a combination of these will be used in each lesson. Heads of Department can decide which are appropriate for their subject.
- Self marking quizzes. These should allow students to identify incorrect answers and DIT their work.
- Oral feedback during lessons on written or oral work
- Oral feedback on submitted independent work
- Whole class feedback on submitted independent work
- Written feedback on submitted independent work

Support for students with SEND, EAL and other specific learning needs
Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND students and advice can be sought from the SENDCo. LSAs will join the lessons that they normally support on MS Teams and then give one-to-one support afterwards via email. LSAs should contact the relevant teacher for access to the Team lesson
In addition, the SENDCo in will maintain contact with students on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required.

Students with keyworker parents and students without digital devices
Students with keyworker parents will be able to attend school if they wish. Devices will be allocated to students when possible as supply is limited. Students with no access to the internet or device will be invited to attend school.

Pastoral care
In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents/carers. However, tutors (under the guidance of the Head of Year) should check in biweekly to monitor general wellbeing via Teams. Tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns about accessing work or a lack of communication.

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

Heads of Department

Alongside their teaching responsibilities, subject leads are responsible for:

- Coordinating lessons and resources for absent teachers or teachers unable to deliver live lessons
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers and by reviewing work set
- Alerting teachers to resources they can use to support teaching their subject remotely

Senior leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning such as through regular meetings with teachers and subject leaders, reviewing work and conducting feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Behaviour Expectations

We have very limited control over the learning environment or the behaviour of students so we need to encourage learners to do this for themselves. Our guidance to students should be the same in every lesson. This will help to build a culture and ensure that students develop good habits around learning. Make sure that learners are clear on the boundaries and expectations of the online setting. As much as possible, aim to cultivate the same culture you have in your classroom, while developing good online learning habits.

1. Welcome students, outline lesson goals and objectives.
2. Instruct students to remove distractions, particularly phones.
3. Set boundaries: remind students of the importance of professionalism on the call. If necessary, ensure that calls are recorded so that students know there is a record of their behaviour.
4. Build good online learning habits by reminding them to mute their microphones and turn their cameras off.
5. Set an appropriate location: ask students to go to a space where they can work uninterrupted and on a desk, if possible.