

**Gladesmore Community School**



# **Remote Learning Policy and Procedure**

**[C2.1]**

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# Remote Learning Policy and Procedure

## INTRODUCTION

This information is intended to provide clarity to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts of pupils to remain at home.

- ✓ To minimise the disruption to our pupils' learning because of school closures.
- ✓ To support our pupils' ability to pursue online learning.

Pupils will be able to access a range of online learning platforms and resources, as outlined in this policy. We recognise that this does not replicate the experience of being in a classroom. However, we are putting this in place to ensure that, during a school closure, the disruption to pupils' learning is minimised. This document aims to ensure that learning during any disrupted period is clearly articulated and online learning is effective, impactful, safe, and accessible.

### 1. SCOPE

The policy applies across three levels:

- **LEVEL 1** – A pupil is absent from school for a pre-agreed reason or is well but unable to attend school due to a period of advised self-isolation.
- **LEVEL 2** – One or more-year groups are required to stay at home and self isolate while normal school continues for other year groups
- **LEVEL 3** – The school is in lockdown with only a very small number of pupils in school (keyworkers / vulnerable).

This policy does not apply in situations where:

- A parent makes the decision to absent their child from school as a precaution against the outbreak of an infectious disease but contrary to official medical advice from Public Health England, the UK government, or the World Health Organisation
- A pupil absents themselves from school without prior authorisation from the school, with or without parental permission.

## PRINCIPLES

We teach the same curriculum remotely as we do in school wherever possible and as appropriate. However, we have needed to make some adaptations in some subjects. For example, class discussions will be limited and practical elements of subjects are adapted that we might usually undertake in physical education of design & technology.

Pupils and parents must be aware that :

- Attendance and engagement are not optional.
- Live sessions will be recorded for school safeguarding purposes only.
- Pupils are expected to engage with online lessons and activities every day. If a pupil is unable to engage in learning through sickness or because of a medical appointment, the school should be informed.

During the School full closure or partial closure, parents/carers will be provided with:

- updates through email.
- Learning expectations for each year groups clearly outlined with work being available for download via bespoke online packages, e.g., MathsWatch, Lexia.
- Directed online learning tasks will be delivered via Google Classrooms, Satchel One
- Some live learning opportunities to be presented via Google Classrooms and Google Meet.
- A variety of activities, i.e., using technology and not using technology.

### **2. What to expect from immediate remote education in the first day or two of pupils being sent home**

Remote education provision will be made available immediately, however, it may look different from our standard approach e.g., we may hold an assembly at an extraordinary time to share information with pupils. Work will be posted on Google Classrooms and where viable teachers will provide children access to live lessons.

### **Length of school day**

We would expect pupils to work for approximately the same amount of time remotely as they do in school. To support parents in the event of a full lockdown, we have devised a special lockdown timetable with short breaks between lessons to allow for logging off / on and refreshments.

1.

### **2. Access to online remote education**

Google classrooms, Google Meet and Satchel:One (SMHW) will be the main platforms used for remote learning. The school aims to make a distinction between Home learning Tasks set on Satchel One and Remote Learning. Some faculties may use other provision e.g., Educake; MathsWatch, Lexia. Faculties will provide access logins for these.

### **Children who do not have digital or online access at home**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We lend laptops and remote learning devices to pupils. This is based on need and resources permitting. Parents and carers can find more information by emailing [remotelarning@gladesmore.com](mailto:remotelarning@gladesmore.com)
- We post packs of printed materials home as needed.
- Pupils can access materials and submit work to their teachers through Google Classroom and / or Satchel One from a mobile phone if they have limited online access.

### **Monitoring engagement and feeding back to parents**

The primary method of monitoring engagement will be through SIMS. Staff will register attendance and will check completion of remote learning. If there is a concern with a child's engagement, this will be communicated through SIMS. Parents will receive a notification in the SIMS app and a text message will be sent home. To avoid bombarding parents with information, texts will be sent daily at the same time.

### **Assessing work and progress**

The school will continue to monitor the effort and progress of pupils through the half-termly progress check. In the event of a closure, the progress check cycle will be maintained although it will be adapted to a single Remote Learning column. In addition, parents can be notified of remote learning completion and excellent engagement through the RL Completion and Special Awards on SIMS.

Teachers may choose to feedback on individual pieces of work in a variety of ways, for example:

- Providing feedback to the whole class focusing on a misconception
- Highlighting excellent work in a live lesson
- Putting marks or comments on work
- Setting a piece of work which provides instant feedback e.g. self-marking quiz

## **2. Additional support for pupils with particular needs**

We recognise that some pupils, for example some children with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils by providing small group and individual remote learning sessions.

The school will:

- Share additional resources and support through emails from the SENCO
- Share resources and advise on the website
- Provide additional support e.g. training on how to access online provision
- Differentiate materials for a small number of pupils e.g. use of DynamoMaths
- Provide in-school keyworker provision
- Provide in-school provision for identified
- Provide weekly meeting opportunities with key pupils

### **Remote learning for self-isolating pupils**

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole groups described above. This is due to the challenges of teaching pupils both at home and in school.

In this situation, the school will the child to:

- Follow their normal school timetable (assuming that they are well)
- Engage with the learning set in Google Classroom and keep up-to-date with Home Learning set in Satchel:One
- Submit their work to their teacher either via Google Classroom or by showing the work to the teacher on their return.
- Communicate with their teacher either via private message on Google Classroom or by email
- If a group of pupils are self-isolating, the school may be able to provide additional resources e.g., recorded lessons or even a live lesson but this is not standard.

### **ROLES AND RESPONSIBILITIES**

#### **The School Management are:**

- To be available to respond to the concerns and questions of parents and staff.
- To monitor the content of set learning across the School.
- To arrange for the training of staff and pupils in the use of technology to support online learning.
- To keep parents and staff informed of updates and official communication during the School closure.

#### **School Management is responsible for ensuring that:**

- Online learning commences as quickly as possible after school closure
- All online safety guidelines are reiterated to parents, pupils and staff
- Teachers are well versed in online learning best practices
- Expectations are clear to all stakeholders
- There is clarity for learning expectations during the closure period
- Where possible, resources are prepared in advance of any closure.
- The safeguarding of both pupils and staff must be maintained. All the same policies, rules and guidelines remain in place, and adherence to all statutory guidance is required, these include the additions to the safeguarding policy.
- Online Safety incidents are dealt with in accordance with the procedures outlined in the Online Safety Policy, Pupil Remote Learning Agreement and the Parent Consent for Remote Learning. We will, where known, inform parents of incidents of inappropriate online behaviour that take place out of school.
- We continue to provide quality pastoral care during school closure or remote learning.

**The Pupil is responsible for ensuring that they:**

- Set aside the scheduled time each day for attending to the online learning identified as part of their timetable.
- Read Google Classroom directions carefully and follow their teachers' instructions
- Aim to complete all work as prescribed
- Do the work provided to the best of their ability and as independently as possible.
- Understand their specific learning expectations.
- Follow the Pupil Acceptable Use Procedures and the Gladesmore Community School Pupil Remote Learning Agreement (see Appendix 1), making responsible choices.
- Are equipped to use Google Classrooms.
- Are ready and register for lessons on time.
- Are sat in a suitable learning environment and have the correct equipment with them
- Complete work to a high standard.
- Turn off camera
- Mute microphone except when required to contribute
- Only make comments in the Chat facility as directed by the teacher; these must be responsible.
- Do not eat or drink during live lessons. There will be time for refreshment and toilet breaks between sessions.

**The Teacher is responsible for ensuring that:**

- Pupils are set work that is accessible, engaging, and relevant to course of study
- Work is set in accordance with their remote learning timetable.
- Assignments are set in a way that allows creativity and differentiation by the pupils
- They inform the IT Network Manager if they experience technical issues or have feedback to improve the process
- They prepare live lessons to be presented on Google Classrooms.
- Pupils know how to access online platforms and have their usernames and passwords prior to school closure
- They respond to pupil and parent questions (there is no expectation out of school hours)
- They assess and provide feedback on work, when appropriate.

**Parents/Carers are responsible for ensuring that they:**

- Ensure that their child(ren) has a suitable workplace and are not interrupted by others at home.
- Are not visible on the screen during live lessons and do not communicate with the teacher during these sessions.
- Ensure that their child(ren) have appropriate internet access to participate in online learning.
- Know where to look to see if work has been set by the teacher.
- As far as possible, play an active role in their child's learning.
- Refer to Appendix 2 – Gladesmore Community School Parent Consent for Live Pupil Online Sessions.

**What pupils will need for learning:**

- Access to the internet and a remote device
- Work booklet, paper or notebook and writing materials
- A reading book or knowledge of how to access the digital reading platforms
- Access to Google Classrooms, Lexia, Satchel One etc

- A regular schedule and routines to support good learning habits. E.g. wake up time, breakfast time, start work time, breaks, etc

## **Appendix 1**

### **Gladesmore Community School Pupil Remote Learning Agreement**

#### **RULES**

- I will only use technology for school purposes as directed by my teacher.
- I will turn off my camera and microphone on entering a live lesson and will not unmute my microphone without the permission of the teacher
- I will only use technology with parental permission, and when they know I am using it.
- I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using technology such as Google Classrooms and other interactive applications, this includes the resources I access and the language I use.
- I will make sure that all my communication with pupils, teachers or others using technology is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher or my parent/carer.
- I will not record or take photos of my classmates or teachers during a Remote Learning session.
- I understand that when using applications provided by the School that my use can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied, and my parent may be contacted.

#### **GUIDELINES**

When using Google Classrooms, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- Working in an environment that is quiet, safe and free from distractions.
- Being on time for your interactive session.
- Being dressed appropriately for learning.
- Remaining attentive during sessions; no multitasking i.e. on another device or phone
- Interacting patiently and respectfully with teachers and peers
- Providing feedback to teachers about your experiences and any relevant suggestions
- NOT recording or taking photos of online interactions.
- Ending the session as soon as the teacher indicates to do so.

## Appendix 2

### Gladesmore Community School Parent Consent for Remote Learning

Our approach to teaching and learning for classes who are not in School (e.g. due to lockdown or isolating) is primarily through the delivery of lessons on Google Classrooms. We would also like to provide some live staff/pupil online sessions, to further enhance our provision, which is a very safe and secure platform.

Alongside our Acceptable Use of IT Policy for Pupils, we have the Pupil Remote Learning Agreement, which provides additional rules and guidelines. The document outlines the parameters which all pupils are expected to adhere to, to engage safely in the sessions. Parents are expected to read through and discuss the Remote Learning Agreement with their child and ensure that their child follows the terms of the agreement. Any concerns or queries can be discussed with the child's Head of Year.

To facilitate these sessions during school closure, parents should support their child/children by:

- providing them with a workspace that is quiet, safe and free from distraction with an adult nearby.
- making sure that they are dressed appropriately for live lessons
- ensuring that communication in lessons is only between the teacher, pupil, and their classmates.

Parents should not contact the teacher during a live lesson (any parent to teacher communication should be in the usual manner, via email).

- not recording, sharing, or commenting on public forums about individual teachers.
- acknowledging that they have shared and discussed Remote Learning with their child. It is vital that the child agrees to the rules.
- Celebrating remote learning successes with their child and discussing any remote learning referrals.

During a closure, teachers will be sharing achievements and issues e.g. missing work via the SIMS app and text messages.

Username and password arrangements vary across the School; parents will be informed of these.

If there are issues logging in parents should email [remotelearning@gladesmore.com](mailto:remotelearning@gladesmore.com) to request assistance. Our IT team can then reset their username and/or password and will let them know what it is.