De La Salle School

Remote Learning Policy

Approved by:	…………………………………………
Signed:	…………………………………………
Date:	…………………………………………
Review Date:	…………………………………………

Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their daughters from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

Remote learning for individual students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's head of year and form tutor.

The student will be able to access from the relevant Google Classroom that they are a member of. If there are any issues with the compilation of work, tutors should liaise the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

a) Regular direct instruction from teaching teachers, with the ability of students to ask questions online (via google classrooms)

b) The setting of work that students complete, written responses (if relevant) completed electronically

c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Students and teachers are expected to have access to the internet whilst at home; the school recognises that some families may not have home printers and will therefore any work set will not require the printing of material. The primary platforms the school will use to deliver continuity of education is Google Classroom accessed via the relevant app or any google search page. Access to this platform is via a student's normal school login; if students have difficulty with logging in, they should contact the school's IT support.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work for submission in person once the school has reopened. For longer closures, teachers would make more use of live sessions (see specific guidance below and appendix) and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

The setting of tasks

Subject areas will provide work broadly in line with students' timetables through google classroom. Tasks will be set predominantly in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. MathsWatch)

Teachers will set tasks through the tasks function in Google Classroom and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively. Teachers should include line managers as co-owners of classrooms to allow them to monitor and support as required.

Live sessions

Academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions.

Google Meet will be the chosen platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

Live sessions must be arranged by line managers and follow the protocols outlined in the appendix.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research

- Using the "Comments" function on class or task pages
- Providing feedback directly in the student's individual task page

Additional functionality is available in google classroom, if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within firefly.

Expectations of students

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 assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's head of year.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the IT department.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, heads of faculty and subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Heads of faculty and subject leaders will monitor this and should be included in the tasks set in firefly as a co-teacher.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with faculty heads and Assistant Headteacher responsible for teaching and learning to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal with back to work discussions conducted remotely if required.

Subject areas are expected to:

- Plan and deliver 'live sessions' where appropriate in consultation with faculty heads
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using Google Classroom
- Be able to set work promptly and give feedback, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should report any concerns regarding lack of online engagement to the relevant Head of Year who will contact home about the situation.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available where possible in another google classroom, such as interactive websites and support activities, and point students and parents in that direction.

If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the deputy heads.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only (both teachers and student)
- Google classroom (docs/sheets etc.)

Support for students with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. In addition, the SENCO and other members of the SEN department will maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feed back to teachers if required.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / carers. However, form tutors (under the guidance of the Pastoral Deputy and Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of a school closure, students, parents 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.

Appendix – Guidance for Online Learning at Home

Guidelines for Parents about Online Home Learning

Online Home Learning Guidelines for Parents and Carers
• Make sure your child understands and is aware of the student guidelines
• Answer the phone to school staff or return calls, messages or emails. Staff may call from withheld number
• Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.
• Make sure you know who your child is talking to or messaging.
• If a member of staff calls to speak to your children – check that you know who they are, speak to the member of staff yourself before your child talks to them, stay in the room while your child is on the phone.

Guidelines for All Video Calls and Video lessons

• The parent or carer must make sure their child and other members of the household are aware the video call is happening,
• Staff, children and other members of the household must wear suitable clothing
• Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
• Language must be professional and appropriate, including any family members in the background.
• The same expectations apply for remote teaching and conversations as normal school conduct
• The times of all video calls and lessons will be communicated with parents / carers
• Wherever possible 'live' classes will be recorded and stored on google drive so that if any issues were to arise, the video can be reviewed. **Students will be asked to confirm they are aware of this and give consent at the start of each session.**
• Under no circumstances should students record, photograph or otherwise distribute any part of a live lesson. Doing such will be dealt with under the School Positive Behaviour Policy.

Group Video Lessons

• If your child takes part in a group video conversation, they can be seen by the teacher and other students (and members of their household) that are part of the conversation
• If the teacher has any concerns about children (or other members of the household) using unsuitable language, dress, location, the conversation will be ended and concerns will be recorded and passed to the head teacher or deputy head
• Live classes should be kept to a reasonable length of time and should take place during the normal school day.
• Staff involved in delivering live lesson streaming will do so on site at school