

# Remote Learning Policy 2021

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**Rosebery School**

Excellence. Endeavour. Opportunity.

## Rationale

At Rosebery we are committed to providing an environment which encourages all students to realise their potential, and this extends to situations when learning must take a remote form. We aspire for every child to be able to look forward to a **joyful** education that **challenges** and **inspires** them, whether that education is taking place in school or remotely.

According to research from the Education Endowment Foundation, key things to consider when students are learning remotely are that:

1. teaching **quality** is **more important than how** lessons are **delivered** – there is no set way that remote learning should happen;
2. **access to technology** is key, particularly for disadvantaged pupils;
3. opportunities for **peer interactions** will provide **motivation** and **improve learning outcomes**;
4. **supporting** students to **work independently** and to reflect on their learning and progress can improve learning outcomes; and
5. **different approaches** to remote learning **suit different types of content** and **pupils**.

## Aims of the policy

- To develop a shared understanding of how remote learning works at Rosebery and ensure consistency of approach.
- To set out expectations for all members of the school community regarding remote learning.
- To empower teachers to be able to deliver high quality lessons and feedback to students remotely.
- To enable teachers to effectively monitor, evaluate and reflect on student progress and use this information to plan lessons that have a positive impact on individual progress despite the challenges of learning remotely.
- To enable school leaders to monitor, evaluate and reflect on the effectiveness of the school's remote provision.
- To guide and encourage parents/carers so that they are engaged in supporting their student with remote learning.

## How students will be taught remotely

We will use a combination of approaches to teach pupils remotely and, as is the case during normal school provision, teachers and departments will select the best methods depending on the year group and topic being taught. Each and every lesson will have some live element, as outlined below. The following methods may be employed by teachers during remote teaching:

- recorded teaching (eg. Oak National Academy lessons, video/audio recordings made by teachers);
- printed paper packs produced by teachers (eg. workbooks, worksheets);
- textbooks and reading books students have at home; and
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

## Attendance

Attendance at 'live' lessons and tutor time is compulsory, every day. Failure to attend any sessions will be followed up in the same way as it would be if students were in school. Heads of Year will monitor attendance of their year groups and act accordingly, should non-attendance be a persistent problem.

### 'Live' lessons

1. Students will follow their **school timetable**, including tutor time, with all lessons taught 'live' through Google Meet. Existing break time and lunch time slots will remain. This means that students will have five hours of remote teaching as a minimum each day.
2. Students should access Google Meet for each lesson through the link that is available on the Google Classroom page for each of the subjects.
3. The lesson start time is definitively the lesson start time during remote provision.
4. All teaching staff will be logged on to Google Meet (via Google Classroom) to **deliver the start of every lesson 'live'** including taking the register.
5. Teachers will welcome the class and will introduce the lesson aims for that lesson.
6. Depending on the nature of the lesson, students should have access to:
  - a. live streaming of any additional teacher explanation and modelling via Google Meet;
  - b. relevant resources as required, in advance, or during the lesson via Google Classroom as appropriate; and
  - c. access to the class teacher during the lesson to ask questions and to receive feedback via Google Meet (either verbally or through the chat).
7. **Teachers will be available to their class throughout the lesson** as should associated teaching assistants, who may, on occasion, establish a separate Google Meet with groups of students who they normally work with.
8. Students will be given feedback during the lesson; however, this may be comments to the class as a whole, rather than directed to individual students. Sometimes a follow up Google Meet or concurrent Google Meet may be required to give individual students more specific feedback.
9. At the end of each lesson, **teachers will formally end the lesson in the Google Meet**, summarising the lesson, re-enforce the students' next steps, including the submission of work if required, and signpost future learning.
10. The teaching element of the lesson will end 10 minutes before the formal end of the lesson, allowing students the chance to ask any questions and teachers to deal with any issues that have arisen. Five minutes before the end of the lesson, students will be invited to log out of the Google Meet. This will also allow students and teachers time to ensure they are ready for their next lesson in good time.
11. **Additional homework will not be set**, but all students should ensure they are up to date and ready for the next lesson. On some occasions, it may be appropriate for students to complete a task before the next lesson, in which case teachers will provide clear guidance to students as to what is required and by when.
12. Some teachers may choose to record Google Meet lessons so that they can be shared with students after the lesson. This is not mandatory. If teachers do record the Google Meet, students will be informed that this will be the case and the recording will only be shared with the class concerned, via their Google Classroom page.
13. Resources for each lesson will be uploaded to Google Classroom so that students can access these after the lesson for reference, or if they are unwell, so that they can catch up on the work set.

## Feedback & Assessment

### Feedback

Providing timely and specific feedback is an essential element 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, or verbally in live sessions. Under normal circumstances, departments have

individualised feedback policies and indeed, not all pieces of work are formally assessed by teachers or given written feedback. This continues to be the case during periods of remote learning.

Work that students can expect feedback on will be set and submitted using Google Classroom, with clear due dates given to students for completion, thereby helping students to organise their time. The 'to do list' function on Google Classroom allows students to keep track of work that they have outstanding.

The type of feedback teachers can provide may not have the same format as marking an exercise book. Possible methods of feedback during remote learning may include:

- comments on an individual piece of work in Google Classroom;
- live feedback verbally during the Google Meet, or via the chat function (either to individuals or the whole class, as appropriate) ;
- providing whole class feedback rather than feedback on individual pieces of work;
- sending a direct email to students with specific feedback;
- self-testing and quizzing using Google Forms or similar;
- requesting a Google Meet with a student, or group of students, to discuss feedback;
- feedback via another website/piece of software (eg. Seneca Learning, Hegarty); and
- recording oral/video feedback and sharing a file with the class/student.

Teachers should also ensure that they provide opportunities to check students' completion of work. This may involve asking students to share documents electronically, sending photos of work completed in books, or by other means as appropriate to the subject.

### **Assessment**

In addition to the ongoing feedback that students will receive, we will endeavour to run summative assessments as we usually would, as far as is possible. These will, understandably, need to be adapted during this period of remote provision. Depending on the nature and significance of the assessment, and of the Key Stage involved, adaptations could include, but are not limited to:

- released and time-bonded tasks that mimic more formal mocks;
- completing assessments live during the Google Meet;
- sending papers home for students to complete at a set time and then returning electronically;
- submission of electronic files for assessment;
- self-testing and quizzing using Google Forms or similar.

### **The curriculum**

At Rosebery we teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we may need to make some adaptations in some subjects, particularly those with practical elements. The sequencing of lessons may be different during periods of remote education to ensure that the most accessible work is taught whilst students are not in school and Heads of Department frequently revisit their curriculums to ensure that the sequence of teaching is appropriate for the context in which it is being taught.

### **Pastoral support**

A critical element of remote learning provision at Rosebery is pastoral care, primarily carried out by Tutors and Heads of Year. Tutor time will always be delivered remotely, and assemblies will still be held. Where necessary, pastoral care will be provided through 1:1 Google Meets, counselling sessions or work with other key colleagues as appropriate.

## **Supporting students who may not have suitable online access at home**

At Rosebery we are committed to ensuring that all students can access remote learning during periods of school closure. We take the following approaches to support those students to access remote education:

- students, parents/carers and teachers are requested to notify Heads of Year if it becomes apparent that a student does not have a suitable device at home, or if their device no longer works and they are unable to get a new one. They are then loaned a device and agree to the terms of loan, as set out by the school. All disadvantaged students are offered devices for remote learning if needed. Regular checking of accessibility to devices is carried out and for each new period of remote teaching, Heads of Year ensure all students have devices from which to work;
- if students, parents/carers or teachers have informed Heads of Year that internet access is a problem, students will be provided with a dongle or SIM card with data; and
- the Critical Worker and Vulnerable students working in school are supported with printing of any work as needed and if students working at home require resources printed, these will be printed and posted home.

Should parents/carers have any questions or concerns over their child's ability to access learning during periods of remote provision, they should contact their Head of Year in the first instance.

## **Conduct during Google Meets**

When attending a Google Meet students are expected to keep their microphones muted, unless answering their name in the register or answering a question from the teacher. The use of cameras is optional, although it can help both students and teachers to feel part of the lesson if cameras are turned on. If cameras are switched on students are reminded to ensure that they are completing work in an appropriate location, they may wish to blur their background or use an alternative background, and they should be reminded to consider the appropriateness of their dress.

Teachers may, in some cases, record Google Meets. If this is the case, students will be informed by teachers before the recording is started. The link to the recording will then be shared with students via their Google Classroom page. Students should not forward this link to others and they must be reminded that it is prohibited to make personal recordings or take photographs of Google Meets on their own devices.

## **Remote education for self-isolating students when the rest of the school is open**

Where individual students need to self-isolate but the majority of their peer group remains in school, students will be offered access to their learning in any of the following ways, depending on the subject and specific material being covered and what is most appropriate for that lesson:

- students may be invited to join the lesson live through Google Meet. If this is the case, they must ensure that they are following the expectations of conduct set out for live lessons during periods of school closure;
- students may be set the work for that lesson via Google Classroom; and
- if the above means are not possible, students may be emailed the work to complete at home.

At Rosebery we want to ensure that students who are self-isolating are not disadvantaged in any way and are still able to access their curriculum and be provided with the high quality, ambitious work that students at Rosebery experience, day in day out. They will also be provided with feedback in line with the feedback policies of each individual department.

## **Roles and responsibilities**

### **Teachers**

Teachers will carefully plan for the provision of remote learning for all students and, in turn track, monitor and review their progress and attainment, flagging any ongoing concerns to their Head of Department, in the usual way. They will 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. In addition, they will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources or videos.

Teachers have a responsibility to gauge how well pupils are progressing through the curriculum and to adjust the pace or difficulty of what is being taught in response to students' progress. Teachers will ensure that remote lessons enable all students to achieve, and that additional support and intervention is offered as necessary. Work should be differentiated as it would be in the classroom to allow all students to be able to complete work set.

As noted above, teachers will be available to students for the duration of the 'live' lesson, although there may be periods when students are directed to work independently. Teachers should remain on the Google Meet so that they can answer any questions or provide feedback, as well as then formally end the lesson.

If teachers are unable to work, for any reason, during a period of remote learning - for example due to sickness - work will be uploaded for their classes to Google Classroom.

Finally, during their each 'live' lesson, teachers will, as appropriate to the lesson:

- ensure pupils receive clear explanations;
- support growth in confidence with new material through scaffolded practice;
- allow opportunities for the application of new knowledge or skills; and
- enable pupils to receive feedback on how to progress.

### **Heads of Department**

Heads of Department must ensure that all teachers within their department are able to offer high quality learning experiences to students remotely, as set out in the steps above. They should ensure that there are frequent opportunities for collaborative planning and sharing of good practice through their scheduled Subject Specific Teaching and Learning sessions, departmental briefings, bulletins and the sharing of resources. Heads of Department will evaluate their existing curriculums and ensure that there is a clear rationale which is understood by the whole department about what is to be taught by teachers and learned by students in a carefully sequenced curriculum.

Heads of Department should also:

- consider which aspects of the subject curriculum may need to change to accommodate remote learning;
- work with teachers to ensure all work set is appropriate and consistent; and
- monitor the remote work set by teachers in their subject through regular meetings with teachers and reviewing work set on Google Classroom.

## **The SEND Department**

We recognise that some students, for example those 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 the SEND Department plays a crucial role in supporting the learning of students with additional needs. Support for students with Special Educational Needs will be provided by both the SENDCo and Teaching Assistants, as outlined below:

### **The SENDCo**

The SENDCo will be responsible for coordinating and leading support for all students on the SEND register to ensure that they can access the remote learning offer. In addition, the SENDCo will coordinate the work of the Teaching Assistants to ensure that they are able to continue to offer support to key students that they would normally work with, as well as support staff in ensuring SEND students can access the work and complete this to the best of their ability.

The SENDCo will assist teachers in ensuring that their remote learning offer is accessible for SEND students and allows them to make progress with their learning by:

- sharing good practice with staff in weekly bulletins and/or directly to Heads of Department for dissemination to their teams;
- liaising with specific teachers regarding strategies to support individual students; and
- ensuring Teaching Assistants are deployed effectively to support teachers teaching SEND students.

### **Teaching Assistants**

Teaching Assistants will continue to support students in their remote classroom wherever possible, as they would if students were in school. This will include:

- attending the remote lessons and accessing Google Classroom to understand the expectations of each student;
- liaising with the class teacher as to how to differentiate work appropriately and support individual students' needs whilst working remotely;
- as required, running concurrent or later Google Meets with students they are supporting to ensure they understand what is required of them and receive the necessary support as far as is possible remotely;
- recommending that students who would benefit from it turn on the captions in Google Meet, particularly students with any hearing impairment; and
- preparing additional resources and guidance for targeted students as required and as is reasonable, given the current working constraints of remote provision.

### **Heads of Year**

Ensuring students receive the best possible pastoral support, guidance and information remains as important as ever during periods of remote provision, as does ensuring students remain well both physically and mentally. Whilst this is the role of all staff to support, Heads of Year will act as the lead to ensure that all students receive:

- informative and motivational remote tutor time activities each day that foster a sense of tutor group spirit and character as well as ensure the coverage of key PSHCE content;
- weekly remote assemblies that are informative and motivational and foster a sense of year group spirit and character;

- the chance to be involved in extra curricular activities through ensuring that awards schemes, challenges and enrichment activities are adapted so that they can continue remotely where possible, in conjunction with the Senior Teacher for Curriculum Enrichment & Student Leadership;
- recognition remotely for their achievements including feedback to parents and use of Rosebery News and school based social media.

In addition, Heads of Year will:

- have oversight of remote engagement and attendance and work with teachers, tutors and the Attendance Officer to address students that do not attend or engage remotely;
- act as the key parental link and arrange remote parental meetings for students whose engagement or attendance is a global concern in conjunction with the AHT Head of Lower/Upper School;
- through line management of Deputy Heads of Year, ensure that all disadvantaged students in the Year group have access to necessary remote learning equipment and resources and that their engagement and progress matches non disadvantaged students; and
- liaise with AHT Engagement and Inclusion to ensure that vulnerable learners in the year group are receiving appropriate remote support and on-site provision as required.

## **Students**

Assuming that a student is healthy and well enough to study, students will be expected to participate as fully as possible in the remote learning process, attending all live sessions, completing 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 (eg. an email from a teacher or form tutor) on a regular basis.

If any student misses any live lessons, they will be able to view material posted on Google Classroom in order to catch up. Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where assignments are set using Google Classroom, they should mark tasks as “done” so teachers can monitor their progress.

## **Parents/Carers**

A key area in which parents/carer can support their child is in helping them to take responsibility for their own learning through helping them set routines and promoting positive and proactive dialogue with their teachers. Parents/carers should encourage students to ask their teachers directly for help if they are unclear as to what is expected for them and they should do this through either asking verbally during the Google Meet, or using the chat function.

If, following discussions with their child, parents/carers have any questions about the nature of specific tasks set, these should be directed towards the relevant subject teacher via email. If there are questions about a student’s overall wellbeing or workload (eg. a student feels they are overwhelmed, or falling behind), these should be directed to the student’s Head of Year.

The school does not expect students to have access to any specialist equipment that would usually be provided by the school. Teachers will scan or upload photos of important resources in case students do not have access to them at home. The school expects that students 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, and if there are concerns over a student’s ability to access or complete work online, parents/carers must inform the Head of Year, as soon as possible.

## **Leadership Team**

The Leadership Team will be responsible for co-ordinating the remote learning approach across the school, ensuring that there is frequent dialogue with Heads of Department to ensure there are systems in place to monitor and review remote learning.

In addition, when necessary, the Leadership Team will ensure that teachers are provided with adequate time to plan for delivering lessons remotely. They must also ensure, through Heads of Department, that all teachers are able to access the appropriately technology if they are working from home at any point during the remote learning period.

Ensuring that remote provision is effective and supports the continued education of students is also vital. The Leadership Team will work closely with Heads of Department to quality assure our remote learning provision by:

- reviewing the quality of lessons and of students' work;
- reviewing lesson materials and resources and Schemes of Work; and
- reviewing work set on Google Classroom.

In addition, regular student voice will be conducted with students from our Junior Leadership Team, our Sixth Form prefect team, and our student co-planners. Following all the above quality assurance activities, feedback and best practice will be shared directly to departments/individuals, or in the staff bulletin as appropriate.

Finally, the Leadership Team is also responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## **The Governing Body**

The Governing Body will work with the Leadership Team and other members of the school community to monitor the school's approach to providing remote learning and to ensure that the quality of education remains as high as possible.

## **Policy review**

The policy will be reviewed annually by the Assistant Headteacher: Teaching and Learning, Leadership Team and other relevant staff.