



Rawmarsh Community School A Sports College

REMOTE LEARNING POLICY

Introduction

Due to the changes to school operations since March 2020, we must adjust our policies, procedures and approach to both support home learning and enhance teaching and learning.

Any adjustments made will have these key principles:

- Reduce the risk posed to all members of the school community due to COVID-19
- Focus on staff and students' well-being
- Maintain a strong focus on consistently high teaching and learning inside and outside of the classroom
- Mitigate the disadvantages caused by students being absent from school as a result of COVID-19.
- Ensure catch-up and recovery are at the core of our blended learning policy
- Remote education provided will be equivalent in length to the core teaching students would receive in school.
- This will include both recorded / live direct teaching time and time for students to complete tasks and assignments independently.
- Students should expect to follow existing timetables and receive the same remote learning hours as they would on site. As a minimum teaching time will cover:
 - Key Stage 3 – 5 hours per day
 - Key Stage 4 – 5 hours per day

At Rawmarsh Community School, we will ensure the following through our remote learning provision:

- We 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, so students can progress through the school's curriculum
- Our Google Classroom digital platform for remote education provision is consistent across the school, in order to allow interaction, assessment and feedback. We will ensure staff are trained and confident in its use.

We will ensure we overcome any barriers to digital access for students by:

- distributing school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work.

We recognise that some students with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support. The school will work with families to deliver an ambitious curriculum appropriate for their level of need.

It may also be that some students who have difficulty engaging in remote education maybe considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child, their family and a wide range of other factors.

School has a system for checking, daily, whether students are engaging with their remote education work, and will work with families to identify effective solutions rapidly, where engagement is a concern

School will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

When teaching students remotely, we will:

- Set meaningful and ambitious work each day in an appropriate range of subjects. This work will mirror the on-site curriculum and will remain broad and balanced.
- Provide teaching that is equivalent in length to the core teaching students would receive in school.
- This will include live direct teaching time, in almost all circumstances, and time for students to complete tasks and assignments independently. There may be some occasions where recorded lessons are more appropriate given the nature of some curriculum areas.
- Students should expect to follow existing timetables and receive the same remote learning hours as they would on site. As a minimum teaching time will cover:
 - Key Stage 3 – 5 hours per day
 - Key Stage 4 – 5 hours per day
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- provide opportunities for interactivity, including questioning, eliciting and reflective discussion
- provide scaffolded practice and opportunities to apply new knowledge, enabling students to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

There may be some occasions where the school may use existing resources and not necessarily those recorded by teaching staff at the school: [Oak National Academy](#) lessons, for example, can be provided in lieu of school led video content.

Students with special educational needs

For students with SEND, their teachers are best placed to know how the student's needs can be most effectively met. They will ensure students continue to make progress, even if they are not able to be in school, due to self-isolating.

All teaching staff will use their best endeavours to ensure the special educational provision called for by the students' special educational needs remains in place. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that students with SEND can successfully access remote education alongside their peers.

Where a student has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by considerations including:

- the types of services that the student can access remotely
- online teaching and remote sessions with different types of therapists.

These decisions are considered on a case-by-case basis.

Vulnerable students

Where individuals who are self-isolating are within our definition of vulnerable, we have systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so

Contents

1. Aims and Expectations:

This remote and blended learning policy for staff aims to:

- Ensure consistency in the approach to remote/digital learning for students who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure students are not disadvantaged through absence
- Ensure quality first teaching is consistent and embedded in the event of a school closure

2. Roles and responsibilities

a. Teaching staff (bubble or school closures)

- In as far as possible we will replicate student timetables to ensure consistency and familiarity
- Ensure students know where to find the work during a bubble or school closure on Google Classroom
- Staff to upload lesson resources to Google Classroom in a timely manner in order to allow students to complete the work
- Staff to email students the google meet link for the lesson on the morning of the lesson as a reminder. Students have access to their Google Meets (timetabled lessons) through Google Calendar.
- Staff to liaise with the attendance team for absent students.
- Staff to register all students as either a code 4 (attended live lesson) or code 5 (absent from live lesson)
- For repeated occurrences of absence, this can then be passed onto the SPM/HOY to chase up. Faculty leaders should also be informed about repeat offenders for their quality assurance procedures.

- All blended learning lessons will be recorded for safeguarding reasons and for students to use as a revision resource in the future
- If it is a live lesson delivered to the whole class, the lesson will be recorded. The lesson may be split into 2 clear distinct sections – one of teaching, followed by one of consolidation/assessment and a progress check.
- Recorded lessons should be uploaded to Google Classroom

b. Teaching staff (students absent as a result of COVID-19)

- Teaching staff should live stream lessons to students who are absent where bubbles are continuing as normal
- Staff to email students the google meet link for the lesson on the morning of the lesson as a reminder. Students have access to their Google Meets (timetabled lessons) through Google Calendar.
- In a blended learning group, the camera will be pointed towards the board and teacher. It must not be pointed towards other students.
- If the activity that is being completed is an extended writing piece, the stream can be paused and re-started once complete.
- Staff will engage the group through targeted questioning – this will help identify those who just log on.
- Staff to liaise with the attendance team for absent students.
- The quantity of work set should match the length of the lesson
- Staff will continue to follow the whole school marking policy to ensure students receive timely feedback
- Wherever possible, low stakes quizzes should be used to check progress and identify misconceptions
- Ensure teaching assistants assigned to the normal teaching group are invited to the lesson
- Any behavioural issues should be referred to Faculty Leaders and where repetitive the Pastoral Team.
- Any safeguarding concerns should be reported to AHO, VSH, MTN immediately.

c. Teaching staff - Google Extensions

- Google extensions should be used to enhance teaching and learning and the monitoring of engagement.
- Staff to install other useful extensions such as:
 - Staff to install the attendance extension and keep track of those who are attending.
 - Webpaint – This will allow you to write over a PowerPoint if you are not using Smart notebook for example
 - Mote – This allows you to give verbal feedback rather than just written through google classroom
 - Dualless – This allows you to split your screen in half as if you were using an extended desktop, but don't have a second screen

d. Teaching staff - Students who are disadvantaged through IT access

- Any students who are not engaging through IT access must be reported to JSK as soon as possible
- Wherever possible the school will endeavour to support our students with access to necessary resources

e. Teaching assistants

- Attend the live lesson to help support with the lesson where students are struggling
- Ensure the students they would normally work with understand and complete the work set
- Engage with all key worker students and liaise with attendance team over absence
- First contact for parents of key worker students
- Staff should, where possible, email and/or phone parents of the students who have been absent from the lesson

f. Heads of Year, Student Progress Managers

- Track persistent non-engagers and make home contact for students who are not engaging across multiple subjects
- Track persistent absenteeism and make home contact for students who are not attending across multiple subjects
- Track persistent poor behaviour and liaise with parents as and when needed over necessary sanctions

g. Heads of Faculty

- Heads of Faculty are responsible for quality assuring the work of teaching staff
- Heads of faculty need to decide if any elements of the curriculum need to be amended/adapted to accommodate home learning
- Alerting staff within their faculty to resources that can be used to aid home learning
- Ensure a list of non-engagers is kept and when students return support teaching staff to ensure this work is caught up
- Ensure teaching staff are adhering to the Blended Learning Policy
- Ensure teaching staff absent from school are delivering live lessons where well enough
- Ensure teaching staff are contacting students absent from school to remind them of live lessons

h. Senior leaders

- Responsible for monitoring the effectiveness of remote learning through parent, student and staff feedback
- Co-ordinating the remote learning approach across the school.
- Quality assurance of provision provided across faculties, subjects.
- Quality assure the quality of teaching and learning.
- Ensure staff have access to suitable devices in their classroom or, in the event of closure, at home
- Ensure students have access to a suitable device in the event of closure
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

i. IT staff

- Respond to all helpdesk@rawmarsh.org referrals
- Ensure queries by staff are dealt with efficiently and effectively to ensure delivery of lessons is not hindered by a problem with technology.
- Assisting students and parents with accessing the internet or devices.

j. Students and parents

- Attend live lessons and ensure behaviour matches the high expectations we would expect on site
- Engage as effectively as possible with the lesson
- Parents should make the school aware if their child is sick and unable to complete the work in line with normal expectations
- Seek help from the school if they need it

k. Governing board

The governing board is responsible for:

- Holding senior leaders to account over the effectiveness of the school Blended Learning Policy so that the quality of education remains high

We are mindful that remote learning presents a different learning dynamic and that certain subjects, mainly practical based do not always lend themselves to online/digital learning.

However, where possible, as a school we need to maintain as normal a day as possible for students impacted by the current situation.

Please be aware that this is fast evolving situation and this policy, in line with the whole school risk assessment, will be reviewed and amended as and when necessary.

Appendices Section – Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their students online. Support on delivering online remote education safely can be found on our Google Safeguarding Classroom and is available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education