

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

REMOTE LEARNING POLICY

September 2020

Next review July 2021



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

BOURNE COMMUNITY COLLEGE

Remote Learning Policy (Whole School)

"Every child has the right to an education" Article 28 – UNCRC

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 learning. This will be predominantly on-line, although we understand that this might be problematic for some students and we will endeavour to meet the needs of all students as required. Extensive remote learning would apply particularly in a situation where 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 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.

Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, aspects of this policy will apply, depending on the circumstances; please see section specific to "Covid-19 self-isolation and partial school closures".

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 policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. This policy statement aims to provide a coherent framework from which all staff, students and parents/carers can develop a consistent and effective approach to remote learning.

Aims

Through remote teaching we aim to:

- Ensure that every student achieves in relation to their individual potential
- Promote the achievement of students in knowledge, skills and understanding
- Provide an inclusive education within a culture of high expectation.
- Make learning an enjoyable, interactive and challenging experience
- Promote assessment for learning

Underlying principles for 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 via email

- b) The setting of work that students complete, written responses (if relevant) to be completed electronically where possible. This work may not need to be submitted on a regular basis.
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

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 on Go4Schools 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 on experience.

Covid-19 self-isolation and partial school closures

The guidance in this section is based on the assumption that a student is healthy and well enough to work and that the student and/or their family maintain regular contact with the school to help all staff keep up to date with current circumstances.

Government guidance and the use of temporary continuity direction powers place an obligation on schools to provide swift access to remote education if students can't attend school because of the pandemic. These powers come into effect on 22 October.

The work provided should be of equivalent length to the **core teaching** that students would receive in school. The work should be related to the work being covered by the rest of their class and should be made available from the first full school day that a student has to remain at home.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision.

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Schools may consider different forms of remote education such as printed resources or textbooks, supplemented with other forms of communication. Neither the direction nor the expectations set out in the guidance require the live-streaming of lessons.

In the classroom interaction between teachers and students is facilitated through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment. However, teachers are expected to try and recreate at least some aspects of this interactivity and intentional dialogue to ensure teaching is effective and supports pupil motivation and leads to better progress. The value of

communication, through whatever form is deemed most appropriate to the work being set, is crucial in supporting students to keep on track.

Families with limited access to IT facilities are asked to liaise with the relevant Student Manager. Students who do not have access to a computer may still be able to access work through the use of large-screen smartphones. Alternatively, printed workbooks for KS3 core subjects, or textbooks for KS4 subjects that provide a structure to learning, can be made available as required.

If a student's whole bubble is asked not to attend school due to unprecedented staff absence (related to Covid-19) and the need to re distribute teaching staff and/or merge classes, students should expect to be set and complete work for some of their lessons each day, whilst allowing for the fact that significant teacher absence would impact the frequency of work set and the feedback given.

On-line remote learning

The primary platforms the school will use to deliver continuity of education are:

- **Go4Schools:** access to Go4Schools is via the relevant app or any browser, using the URL: <https://www.go4schools.com> or via the portal <http://bourneportal.uk>
This will be the hub of online learning, where the students will find the instructions for the tasks set, it may include resources and links to other websites.
- **Google classroom** accessed via the relevant app or the 'waffle' (9 dots) on any google search page. Google classroom is used by the majority of subjects to store resources in a structured format, to submit tasks, to watch online lessons and other online learning tools.

Access to these platforms uses the same username and password as the Bourne School network; if students have difficulty with logging in they should contact the school's IT support. Alternative platforms may be used by some subjects and any difficulties related to logging in to these platforms should be addressed to a subject teacher.

It is recognised that many families may not have printers at home; work set will therefore not require the mandatory printing of material.

Whilst we have stated that remote learning will be predominantly on-line, we remain committed to meeting the needs of all students and will endeavour to provide alternative means as required. Parents are requested to inform the school as soon as possible if access to the Internet is not available and/or if access to a computer/tablet is not available

Expectations and Responsibilities of the School and Staff

Unless there are extenuating circumstances, staff will be expected to be contactable remotely by colleagues, students and parents. 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 48 hours 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 include:

- Email using school email addresses only (both teachers and student)
- Google classroom (docs/sheets etc.)
- Go4Schools

Teachers should:

- ensure that work set meets the aims, underlying principles and use of on-line platforms as outlined earlier in this document
- continue to deliver content in line with existing schemes of work, as far as possible
- provide appropriate materials and online resources to support remote learning
- pay due care to the nature of tasks set, so that students have a range of activities to complete at home, across a range of subjects, and are not exclusively working on a screen
- ensure photos of important resources are scanned and uploaded in case students do not have access to these at home
- assume that students do not have access to specialist equipment that would usually be provided by the school (e.g. science, art or D&T)
- ensure their understanding of the use of Go4Schools, Google classroom and the school email system is up to date
- communicate tasks and deadlines clearly to students using “Go4Schools”
- set work daily (for each lesson appearing on a student’s timetable) or weekly by 8.30am on the day of the first lesson of the week for a subject
- have a google classroom set up for each class and check that all students have registered with this class within two weeks of giving out the code
- give due regard to the individual learning needs of their students. For students with special educational needs and disabilities (SEND), teachers must consider how to support these students, in liaison with the school Inclusion co-ordinator as required.
- ensure that all students are stretched and challenged within lessons, setting work or providing extension tasks that pose a new challenge or added complexity for the most able students.
- set work weekly, so that it appears on a student’s Go4Schools platform by 8.30am on the day of the first lesson of the week for their subject
- provide support for those students who request extra time or further advice to complete remote learning tasks
- respond to reasonable amounts of communication from students, parents and other school staff (please see note above relating to time-scales)
- provide feedback to aid progression and develop an understanding of next steps
- follow up lack of engagement as appropriate; please refer to guidance under “Lack of engagement” below
- inform the school office and their line manager if they are unwell, reporting each day as necessary
- ensure that appropriate safeguarding protocols are adhered to when holding any live sessions. Namely:
 - issue the “code” for the live session just beforehand
 - record each session
 - remind students before/at the start of the session will be recorded

In the event of a period of lengthy period of whole-school lock down, teachers should:

- set work weekly, so that it appears on a student’s Go4Schools platform by 8.30am on the day of the first lesson of the week for their subject

- “chunk” work so that work to be submitted has a one or two week deadline, to ensure extended projects with later deadlines do not “get lost” on a student’s homework profile
- set approximately 35 mins of compulsory work for every 50 mins of lesson time. It is expected that the amount of homework set to students be limited and optional during periods of remote learning. These two measures should help to ensure that students are not over-whelmed, do not spend an inordinate amount of time in front of a screen or device and that their workload is managed carefully
- provide feedback to aid progression and develop an understanding of next steps. Where work set is self or remotely assessed students should still receive personal feedback from their subject teacher at least every two weeks. Where work set is submitted on-line, students should expect to receive feedback at least once every two weeks.

Those teachers without connectivity and broadband at home must attend the school to fulfil their remote learning obligations to the students.

Teaching assistants/Learning support staff are asked to:

- ensure their understanding of Google classroom and the school email system is up to date, so they are equipped to support students upon request
- liaise with their line manager to ensure students are supported

Additional responsibilities of Curriculum/Subject Leaders

Curriculum Leaders are asked to:

- keep in regular contact with staff in their curriculum area (not just teaching staff) to ensure all staff are supported and any concerns are dealt with promptly.
- take responsibility for overseeing the nature and frequency of tasks set and assessed within their subject areas.
- plan the delivery of relevant pre-recorded and ‘live sessions’ where appropriate, in consultation subject staff and the relevant “live session” timetable. Please also refer to paragraph below.
- ensure work is set for classes, in the event that a teacher is unwell during a period of remote learning
- track engagement and monitor that progress is made when possible

If a Curriculum Leader is absent the deputy curriculum leader is requested to fulfil these responsibilities or the SLT/ELT manager in consultation with subject staff for smaller departments.

Expectations and Responsibilities of Parents and Carers

It would be helpful if parents could:

- Create an environment which supports time management, a quiet space and provides appropriate resources
- Contact the school as soon as possible if access to the Internet is not available
- Contact the school as soon as possible if access to a computer/tablet is not available
- Engage with Go4Schools and regularly check the email address given to the school for messages and updates
- Regularly discuss the tasks with their child, reminding and prompting as required
- Encourage their child to contact a subject teacher if there are queries about a particular task
- Contact the school if a student is unwell and therefore unable to complete work, keeping the school updated about the timescales relating to this

- Communicate with their child's form tutor and/or Student Manager if there are concerns that their child is feeling overwhelmed or falling behind and in need of support

Teaching staff email addresses are available on the school website <https://www.bourne.org.uk/> :
About Us – Who to Contact

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.
- read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.
- direct any questions regarding the work set to the subject teacher, using either google classroom or school email, if clarification or support is needed
- know and use their log in details for Go4schools and other subject-specific platforms
- have joined the google classrooms for each subject they take within two weeks of being given the class code or invited to join the class
- be able to use google classroom, referring to their subject teacher or Carla Gilbert @ cgilbert@bourne.org.uk if support is required
- communicate with their form tutor and/or Student Manager if they are feeling overwhelmed or falling behind and need support

If a student has missed any of the remote learning set due to illness, they are expected to catch this up, following a time-scale they negotiate with their subject teacher(s).

Live sessions

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

Google meet allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be signposted to details of any live sessions on Go4Schools, providing at least 48 hours' notice for students and parents. Students will be expected to participate in these live sessions if they are asked and able to.

Live sessions will always be recorded and stored for 1 year. Because the recording captures other students' video and audio, it cannot be reposted. This is why it is important for students to attend the sessions. "Live sessions" as in the pre-recorded type, are different and can be reposted.

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.

Guidance for student participation in a live session are provided in the Code of Conduct (see appendix 1)

Lack of engagement

Supporting engagement of students with remote learning is the collective responsibility of teachers, students and parents.

Students and parents are asked to keep the school informed, via an email to a subject teacher or form tutor, of circumstances which might impact engagement with remote learning. Each school day students should log on to Go4Schools and google classroom to keep up to date with work and check details of any live sessions that are planned. Parents are also asked to engage with Go4Schools regularly, discuss tasks/notices with their child and respond to emails as appropriate.

It is important that teachers are mindful of the needs and experiences of individual students as well as having concern for a student's academic progress before contacting home regarding a perceived lack of engagement.

As a general rule:

- **teachers of core subjects** should contact students and/or parents within 3 working days of a submission date being missed, informing the relevant student managers of the contact and any response. If the initial contact is directed towards the student, this should be followed up by contact with a parent (within 2 working days) if there is no response.
- **teachers of foundation subjects** should contact students and/or parents in KS4 within 3 working days of a submission date being missed, informing the relevant student managers of the contact and any response. If the initial contact is directed towards the student, this should be followed up by contact with a parent if there is no response. Contact with students/parents of KS3 students is at a teacher's discretion.
- teachers are asked to keep a register of students who attend live sessions but are not expected to follow up a student's failure to attend, due to the wide range of access to IT devices.

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 / guardians. However, form tutors (under the guidance of the Leader 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 Student Managers and Leaders 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.

Any questions or concerns about safeguarding should continue to be raised with the Designated Safeguarding Lead Janet Murray-Brown – jmurraybrown@bourne.org.uk

Management of remote learning

The successful application of this policy relies on all stake-holders playing their part, as outlined in this document. Queries or concerns raised by students and/or parents should follow the normal channels of communication, using website addresses available on the school website:

- subject teachers then curriculum leaders for curriculum related queries
- form tutors then student managers/leaders of year for pastoral related queries
- IT related issues for problems relating to access to designated sites, loss of passwords, use of google classroom etc., to Carla Gilbert @ cgilbert@bourne.org.uk
- safeguarding matters to the Designated Safeguarding Lead, Janet Murray-Brown @ jmurraybrown@bourne.org.uk or 07909977948. Alternatively please contact Nikki Constable @ nconstable@bourne.org.uk or 07928453119

If further follow-up is required these should be directed to Alice Hardwick, Assistant Headteacher for Teaching and Learning, @ ahardwick@bourne.org.uk

Monitoring of remote learning

Feedback from staff, students and parents is welcome and will be reviewed and used to impact future developments. Please direct feedback to Alice Hardwick, Assistant Headteacher for Teaching and Learning, @ ahardwick@bourne.org.uk

STUDENT CODE OF CONDUCT FOR REMOTE LIVE SESSIONS

For these sessions to be successful and safe, students will need to agree to the following rules for live lessons:

- They may only join the session if they are logged into Google using their school email address.
- Links to the session cannot be shared with anyone not on the original class distribution list.
- Students must be dressed appropriately (no pyjamas), they should check the background to their image to ensure it is appropriate and contains no personal or inappropriate material.
- Their participation in this video lesson is covered by our Acceptable use Policy. Students who have not signed this policy are not able to take part.
- Please be aware that 'normal' classroom expectations of behaviour will apply and students may be ejected from a meeting and future meetings if they fail to follow these expectations.
- Students are not permitted to record or share any images from any video conference lesson

The following constitute good practice. Students should:

- Log on to the session 5 minutes before the start time
- Have any resources required available (open on a device or printed) before the 'lesson'
- Ensure the image is clear once they are logged on
- Ensure they know how to turn off their microphone and video as this may be required at points in the lesson.
- Turn off their microphone please if there is a large amount of background noise
- Ensure they can use the chat function to text the teacher if they would like to ask a question during the session, as staff may mute each student's microphone and request the use of the chat function as appropriate

'Live online lessons' may be shorter than 50 minutes and may be more 'tutorial style' sessions where students have the opportunity to ask and answer questions; it will be up to individual teaching staff to decide what suits each particular class at that moment in time. We also recognise that for some families it may not always be possible for a student to join a class, so students should continue to use Go4School and/or google classroom for independent study, emailing their teachers to request support with any queries they may have.

Where possible, parents are asked to check in to see how the lesson is proceeding.

All live lessons will be recorded by the school in order that any issues or incidents can be investigated afterwards. These copies will be stored in line with the school's data protection policies on approved platforms and will not be shared with other students. Recordings will be deleted after 12 months.