CLAVERHAM COMMUNITY COLLEGE

Remote Learning Policy

October 2020

Approved by: Mrs M Whitehead, Chair of Governors	**Date:** 25.11.2020
Last reviewed on: NA	
Next review due by: October 2021	

Contents

1. College Ethos

1.1 College Aims

At Claverham Community College, we offer our students a high-quality education allowing them to reach their full potential, in a safe, secure and caring environment. We endeavour to instil a love of learning, a sense of fairness and an appreciation of the importance of full participation.

We strive to develop students who, through their determination and resilience, reach their highest levels of academic and personal development. We insist upon consideration towards others and the maintaining of polite attitudes and manners, allowing all members of our community to take pride in their surroundings, behaviour and personal achievements. We believe in the value of positive contributions to our society both locally and nationally, aiming to support all students in their desire to become responsible citizens who will shape the future.

We encourage the acceptance of personal challenges, helping to ensure that students make decisions that benefit themselves and the wider community.

1.2 Claverham Community College Curriculum Intent

In education, the 'curriculum' is broadly defined as the 'totality of pupil experiences that occur in the educational process'. At Claverham Community College we have interpreted this as the educational experiences offered, in and beyond the classroom.

To support and achieve our College aims our curriculum:

- must offer a broad and balanced range of opportunities and experiences which are truly comprehensive and accessible, enabling all our pupils to be successful.
- must enable pupils to be committed to learning whilst at school but also in preparation for the next stage of their education and life beyond.
- will afford opportunities for all pupils to develop a high level of literacy and numeracy required for success in the wider curriculum and in adult life.
- must expand the pupils' perspectives and understanding of human activities and achievements through a range: artistic, musical, engineering, economic, political, social, spiritual, moral and cultural opportunities to promote their sense of moral and social responsibility.
- must maintain a breadth and balance to ensure that our pupils can continue to be a success at post-16 whether they gain employment, training or continue with their education at a sixth form college, an agricultural college, as an apprentice, a school sixth form, or a Grammar school sixth form.
- must be designed using a spiral model of learning which builds on the work of KS2 and facilitates the introduction, revision and the expansion of skills, knowledge, concepts and understanding needed for KS3, KS4 and beyond.
- will ensure that our pupils develop the knowledge, concepts, understanding, skills and practical abilities that they will use in the following areas of experience:

scientific, technological, mathematical, linguistic, aesthetic, creative, commercial, moral, spiritual, economic, political, extra-curricular, enrichment and recreation activities.

To achieve the curriculum intent our teachers will drive pupil development, learning and progress through the relentless drive and implementation of our '5 Principles of Learning':

1. Challenge and Engagement
2. Explanation, Modelling and Exploration
3. Participation and Practice
4. Questioning and Thinking
5. Dialogue and Feedback

2. Policy Aims

This policy aims to provide continuity of education in the event of school closures that could happen at any time: due to an illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing provision of education for students who cannot be in school but are able to continue with their education when the school remains fully open.

This remote learning policy aims to:
- Support the ethos and aims of the College;
- Support the curriculum intent of Claverham Community College through the provision of high-quality online learning;
- Ensure consistency in the approach to remote 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 and safeguarding.

3. Approaches to Remote Learning

The approach to Remote Learning will differ, for practical reasons, depending on the circumstances causing the period of student absence.

3.1 Single Student or Small Group Absence

In the case of single students or small groups of students being absent for legitimate reasons, such as self-isolation, work will be set by staff to ensure that students' learning keeps pace with that of the students in school.

Students will be directed to appropriate resources, via Google Classroom, which will best enable them to mirror the work that their peers are following in school. This will include any resources being used in school and may also include a variety of online resources including:
- GCSE Pod
- Seneca
- Kaboodle
- Mathswatch
- Oak Academy

3.2 Whole Class or Year Group Absence

In the case of whole classes or year groups being unable to attend school, students will be directed to appropriate learning resources and online lesson content via Google Classroom. The lesson content used will endeavour to ensure that students continue to make the same progress they would had they been in school. Lesson resources will include aspects of 'live' teaching via Google Meet together with pre-recorded content and other appropriate resources.

In the event of the college being closed to a whole year group or groups the Leadership Team may take the decision to adjust the timetable to simplify the arrangements for the setting and completing of students work. Full details of this will be communicated to parents, carers, staff and students at such time as this is deemed necessary.

4. Roles and responsibilities

Any prolonged period of student absence or school closure will have an impact on staff, parents and students. It is with this knowledge that this policy is designed to be considerate to additional stresses that people may experience.

It is important that staff and parents work closely to ensure that students continue to have a high-quality education even when not in school.

4.1 Teachers

Teachers must be available where possible throughout the working week through school closure. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teachers will provide self-isolating student(s) with work by the end of the first whole day absence, so that they can follow the learning taking place within the classroom.

Teachers are responsible for providing quality education and, where possible, following the processes of quality first teaching which should include differentiated learning, strategies to support SEN pupils' learning, on-going formative assessment and feedback.

Preparing for Remote Learning

Claverham Community College will be proactive in ensuring that:

- Members of staff have access to Google Classroom for classes, and that these are set up for each class
- Heads of Subject will be added to individual Google Classrooms in order to monitor and quality assure the work set
- Students within classes have access to the relevant Google Classroom
- Students will receive Google Classroom refresher sessions in ICT lessons
- Staff are familiar with the main functions of Google Classroom
- Staff have the ability to pre-record a lesson using Google Meet or another suitable platform such as Loom
- Staff have the ability to host a Google Meet meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and students are made aware in advance of the arrangements in place for the continuity of education

Claverham Community College should ensure that staff are supported in the development

of the above framework by:

- Using staff meetings or setting aside professional development time
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have a suitable device at home and if not, supply them with a device during the closure period.

Staff should ensure that they:

- Have received and engaged with appropriate training
- That their computer- based teaching resources are available outside of school on Google Drive
- That they have access to key resources not available online at home e.g. key textbooks
- That they have access to a suitable device for home use and if this is not the case then staff should alert the ICT Support Manager to the situation

Planning and Setting Work

- Teachers are responsible for planning and setting work for their own classes.
- Where it is a shared group one teacher may take the lead on this but this should be agreed in advance.
- Heads of Subject may be required to set cover work in response to staff absence
- Teachers should aim for 50 mins sessions as per the College timetable
- Teachers and students should follow the school closure timetable. Work should be set by 9am on the day of the lesson.
- Work should be uploaded onto Google Classroom. Other learning platforms such as GCSE Pod, Seneca, Mathswatch and Kaboodle may also be used alongside this.
- Lessons may be provided in a variety of formats designed to engage students and promote learning. These may include 'live' Google Meet lessons, pre-recorded 'live' lessons and student-based activity lessons. The mixture of these types of lessons will be decided upon by the teacher so as to promote high quality teaching and learning.
- Department teams should coordinate to ensure consistency and to ensure students with limited access to devices can still complete the work
- Department teams should assess curriculum plans and identify key concepts that must be taught to prevent students falling behind. There should be a balanced approach to revisiting prior knowledge and the introduction of new knowledge and skills
- Teachers should aim for a variety of activities where appropriate. Practical subjects should maintain that element of the course as much as possible through pre-recorded videos and streamed services
- Teachers need to ensure that the content they are providing the students is accessible and achievable for the students to complete at home, independently.

Providing Feedback on Work

- Teachers should provide regular feedback to students. Students need to know what they are doing well and what they need to do to make progress. This may be in a variety of forms including comments on Google Classroom, assessments marks or grades and whole group feedback
- Specific questions should be responded to within 24 hours whenever possible

Google Meet Sessions

- Google Meet sessions are designed to increase interactions between teacher and student and to focus aspects of expert teaching such as questioning to ensure students are made to think hard
- Teachers are responsible for presenting some key learning. This should be for about 20mins and could be at the start of the session leaving availability for questions or as a question and answer or modelling and practice session where the teaching will drive responses
- Student cameras should be off but they can turn the camera on to share work in subjects such as Art
- Staff camera should ideally be on but if staff have a personal preference with this there is no expectation that they have to present visually
- Staff and students must ensure they are conducting online lessons in a suitable environment for learning
- Members of staff should mute all students at the start of the lesson. Students are expected keep microphones on mute and type questions into the chat
- If a student fails to follow classroom expectations they will be removed from the lesson and a phone call will be made to parents
- Should a member of staff have a safeguarding concern they should follow schools reporting procedure
- Should a student have any concerns during a lesson, they should raise it with their parents or carers so that contact with the College can be made, this should be via the Head of House in the first instance.

Keeping in Touch with Students and Parents

- Any contact should be made through school emails or Google Classroom.
  - Google Classroom should be used for students to contact members of staff regarding classwork,
  - Emails should only be used for non-classwork related matters such as welfare issues.
- Any questions raised will receive a response with 1 working day
- Any complaints or concerns shared by parents and students should follow school procedure through the Head of Subject, Head of House or Pastoral Team
- Any behavioural issues, such as failing to complete work should follow school procedure. However, staff should be mindful of the extra pressure of the home learning situation.

4.2 Pastoral team and SEND

Pastoral teams and the SEND team are available to support remote learning. Vulnerable students and students that have an EHCP will receive weekly contact to support student wellbeing.

Differentiated work/timetables will be put in place where appropriated to maintain student engagement in education

All students and parents are able to follow normal school procedure and contact the teacher, form tutor or Head of House with concerns or if in need of extra support.

The Pastoral and SEND teams will follow up on any concerns regarding non-engagement or non-completion of work.

4.2.1 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 or carers. However, form tutors (under the guidance of the Leadership Team and Heads of House) 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 House, particularly if there are concerns or a lack of communication.

4.3 Heads of Subject

Alongside their teaching responsibilities, as outlined above, Heads of Subject are responsible for:

- Reflecting on any aspects of the subject curriculum that need to change to accommodate remote learning
- Monitoring the work set in their subject through the use of Google Classroom
- Working with teachers to ensure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Maintaining links with subject networks and exam boards
- Monitoring the welfare and well-being of department members, referring any concerns to their Line Manager or the HR Officer.
- Delegate responsibilities to other members of staff should they become unable to lead the department due to illness.

4.4 Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or and collating and evaluating feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.5 ICT Support

ICT Support staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Helping parents and students to access school systems
- Ensuring that the security of systems supports data protection and safeguarding considerations
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer

4.6 Students and parents

Staff can expect pupils to:

- Be contactable during the required times and attend 'live' Google Meet sessions– although consider they may not always be in front of a device the entire time
- Complete work to the deadline sets by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

4.7 Governing Body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

5. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- **Issues in setting work** – Head of Subject or SEND team.

- **Issues with behaviour** – House Pastoral Team.

- **Issues with IT** – ICT Support

- **Issues with their staff workload or wellbeing** – Line Manager or HR Officer

- **Concerns about data protection** – Mrs S Carapiet who will liaise with our Data Protection Officer

- **Concerns about safeguarding** – Designated Safeguarding Lead, Mr S Lochan-Grimer or one of our Assistant DSL's, Miss J Glew, Mr L Morgan, Mr D Carney.

If parents or carers have questions or concerns they should contact the following members of staff:

- **Questions regarding work set** - Member of teaching staff responsible for setting the work
- **Questions regarding welfare or attendance** - House Pastoral Team
- **Concerns regarding safeguarding** - Designated Safeguarding Lead, Mr S Lochan-Grimer or one our Assistant DSL's, Miss J Glew, Mr L Morgan, Mr D Carney.

6. Data protection

6.1 Accessing personal data

All remote learning materials will be shared through Google Classroom so will have the internal security measures built in.

Any student's personal data should only be accessed through Edulink via a school device.

6.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software through Network Services
- Keeping operating systems up to date, this will be done regularly by the ICT Support Team.
- All private student equipment used at home should have the security systems of their internet or phone service provider.

7. Safeguarding and E-Safety

During any period of school closure, the "Safeguarding and Child Protection" Policy still applies, as does the Staff Code of Conduct and the IT Acceptable Use agreement.

Any live contact between students and staff must only take place through official school channels. This includes emails between students and members of staff, which should only be sent from College @claverham.org email addresses.

In the event of a school closure or period of remote learning for individual students or groups thereof, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that

policy, there are specifically prohibited behaviours and reporting obligations to which all members of the school community must adhere, whether they are at home, in the community or at school.

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

7.1 Vulnerable Students

The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to and during the period of remote learning. This information will be passed on to relevant members of staff.

The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning. Weekly phone calls will be made to vulnerable pupils and will be made using school phones where possible. The DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required. All contact with vulnerable pupils will be recorded electronically and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on Edukey and the DSL informed a home visit has taken place.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

7.2 Reporting Concerns

All members of staff will report any safeguarding concerns to the DSL immediately, using the usual electronic reporting method (Classcharts).

8. Monitoring arrangements

This policy will be reviewed yearly by the Leadership Team. At every review, it will be approved by the Full Governing Body.

9. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy