



The Blue Coat School

# REMOTE LEARNING POLICY

This Remote Learning Policy was devised by the Senior Leadership Team in consultation with other colleagues in the school.

Date of Next Review: Lent 2022

## **REMOTE LEARNING POLICY**

### **1. INTRODUCTION**

#### **1.1**

The Blue Coat School is committed to providing continuity of education to its pupils and will do so through a process of remote learning in the event of a full or partial School closure. Extensive remote learning would apply particularly in a situation in which the whole School is closed for an extended period of time or if specific year groups are isolating on the advice of Public Health England, but a high proportion of pupils and staff are healthy, and able to work as normal from home. This Policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term pupil absence.

#### **1.2**

Remote learning may also be appropriate in situations when pupils, 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 pupils are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, pupils are self-isolating at home but are not suffering with relevant symptoms. For specific information about remote learning for individual pupils, please see Section 2 below.

#### **1.3**

There is no obligation for the School to provide continuity of education to pupils 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 pupils on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the School, to absent their child from School “as a precaution”, against official guidance, in the event of an outbreak of infectious disease.

#### **1.4**

During any period of remote learning, pupils are required to follow the principles as set out in the Relevant ICT Acceptable Use Policy. They are also required to adhere to the School’s Behaviour Management and Exclusions Policy whilst engaged in remote learning. All staff are required to follow the principles as set out in the Staff ICT Acceptable Use Policy and Staff Code of Conduct. All users are required to follow the principles of the Online Safety Policy. Further details of the requirements for pupils and staff are set out in Sections 4 and 5 below.

### **2. REMOTE LEARNING FOR INDIVIDUAL PUPILS**

#### **2.1**

Assuming an absence has been agreed with the School, and the pupil in question is healthy enough to work from home, the School will provide work for pupils who are unable to attend The Blue Coat School in person. If this occurs for an individual pupil, the collation of work and communication with the parent will be coordinated by the pupil’s Form Tutor or Class Teacher

#### **2.2**

Form Tutors or Class Teachers will ensure that a range of work is available but there will be a primary focus on English and maths. This work will be set on a specific Google Classroom code or will be issued via worksheet packs. Lesson slides will not be provided for individual pupils in this instance.

#### **2.3**

If a significant number of pupils are absent from School, but the School remains open, then teaching staff will set work for pupils to complete on Google Classroom or via worksheet packs as outlined in Section 3 below. The amount of work set will reflect the length of an ordinary lesson. Pupils/parents should liaise with the Form Tutor/Class Teacher if they have specific queries or concerns.

### **3. REMOTE LEARNING IN THE EVENT OF AN EXTENDED SCHOOL CLOSURE (either full closure or partial closure)**

#### **3.1**

In the event of an extended full or partial school closure, the School will provide continuity of education in the following ways for children in Reception and Years 1 - 6:

- a) Regular direct instruction from teaching staff, with the ability of pupils to ask questions in real-time;
- b) The setting of work that pupils complete, written responses (if relevant) completed either electronically or in “hard copy” in pupils’ exercise books or on paper;
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

Children in Nursery will be provided with links to age-appropriate websites and simple worksheets where appropriate. In the event that a class cohort of Nursery children are required to self-isolate, then live online provision will be made for them via google Classrooms at set times during the day.

#### **3.2**

Pupils and staff are expected to have access to the internet whilst at home. Provision will be reviewed accordingly if this is not the case.

#### **3.3**

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

- Google Classroom: accessed via the relevant smartphone/tablet app or via any browser using the following URL: <https://www.classroom.google.com>
- Purple Mash: access to Purple Mash is via any browser using the following URL: <https://www.purplemash.com>
- Atom Learning: access to Atom Learning is via any browser using the following URL: <https://www.atomlearning.co.uk>

Support is available from the School on [ictsupport@thebluecoatschool.com](mailto:ictsupport@thebluecoatschool.com) if parents are having difficulty logging in to these platforms.

#### **3.4**

The extent to which different methods of instruction are employed is likely to be determined by the length of any School closure (full or partial) and the ability of both pupils and staff to participate in remote learning. For shorter closures, for example, teachers may set work on Google Classroom for submission in person once the School has reopened. For longer closures, teachers would make more use of 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.

### **3.5 The Setting of Tasks**

#### **3.5.1**

In the event that the School is closed for a period lasting five consecutive working days or more, Form Tutors, Set Teachers, Class Teachers and subject specialist will deliver content in a “live” manner on a regular basis for Reception aged pupils and above. The Visiting Music Teachers will use the Zoom platform to deliver music lessons to those pupils whose parents have signed the relevant agreement as this must only be used under parental supervision to comply with the Terms and Conditions for this platform.

#### **3.5.2**

Google Classrooms is a platform that allows for resources to be shared, teachers to provide exposition, and pupils to ask questions in “real-time”. Pupils will be provided with details of the schedule across the week, and will be expected to participate in these sessions if they are able to. Live sessions are particularly helpful as they can facilitate contemporaneous communication, with pupils able to respond to staff questions (and vice versa) via the “conversation” functionality in Google Classrooms.

### **3.5.3**

The frequency and length of live sessions will be subject to change, according to the specifics of any school closure. We would anticipate that the majority of all timetabled lessons will be delivered as live sessions with all other timetabled lessons involving tasks being set with teachers available to feedback 'live' as the pupils complete their work. Feedback will normally be provided by the child's Class Teacher, Subject Teacher or Form Tutor but where this is not possible, feedback will be provided by another relevant member of the teaching staff.

### **3.5.4**

The School expects that pupils "attend" any live Google Classroom sessions that are on offer, and teachers will record the attendance of pupils for each session to ensure pupils are accessing live sessions.

### **3.5.5**

Through Google Classroom, tasks will be set for pupils in Reception to Year 6 to be completed at home. In most subjects, tasks will be set in accordance with existing Schemes of Work, and these tasks will be designed to, as much as possible, allow pupils to progress through the Schemes of Work at the same pace as if they were in School. For other subjects, remote learning will require pupils and teachers to take a different approach to working through the content but teachers' tasks should ensure that the pace of content coverage is as close as possible to in-school teaching so that pupils do not fall behind. The nature of the tasks set should allow pupils to learn independently as far as possible, without the specific support of an adult at home.

### **3.5.6**

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Working through subject-specific presentations or worksheets provided by the Class Teacher, Set Teacher, Form Tutor or subject specialist;
- Reading and noting new material from a common department textbook or electronic resource;
- Watching a relevant video resource and making notes on it or completing work about it;
- Completing a listening exercise (e.g. in French);
- Written responses to prompt questions;
- Completion of practice questions or past papers;
- Working through relevant exercises offered by external providers (e.g. Atom Learning and Purple Mash); or
- Suitable project based work to complement topics being taught.

## **3.6 Feedback, Marking and Assessment**

### **3.6.1**

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 pupils 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.

### **3.6.2**

Work will be set using Google Classroom, regardless of how pupils' work is eventually submitted, with clear due dates given to pupils for completion, thereby helping pupils to organise their time. Regardless of the nature of the method of submission, pupils and staff should keep accurate records of all work completed, submitted and assessed.

### **3.6.3**

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 Google Docs, Slides, etc;
- Providing feedback directly in the "Private Comments" section on Google Classroom;
- Feedback via other apps/platforms where appropriate to a specific subject.

## **4. REQUIREMENTS OF PUPILS**

### **4.1**

It is a requirement that pupils will:

- Follow The Blue Coat Values of Being Truthful and Kind; Cheerfully Trying Hard; and Showing Respect at all times whilst engaged in remote learning activities;
- Be dressed in school uniform for school work particularly if engaged in any live video;
- Be in an appropriate setting for school work (such as a communal living space and not a bedroom) whilst engaged in remote learning, particularly if engaged in any live video);
- Abide by the School's ICT Acceptable Use Policies at all times whilst engaged in school work;
- Only use technology for School purposes as directed by their teachers during remote learning sessions;
- Only browse, download, upload or forward material that is related to their learning as directed by their teachers;
- Report any material that may be considered offensive or illegal (accidentally or otherwise) to their teacher or parent;
- Ensure they complete all tasks set on Google Classroom, Purple Mash and Atom Learning according to the school timetable;
- Remember to check their Google Classroom every day for details of tasks set;
- Understand that sending inappropriate messages or 'spamming' the online chat will be dealt with according to the Behaviour Management and Exclusions Policy;
- Understand that recordings will never be made public by The Blue Coat School or its staff or used for any purpose other than to support the teaching, learning and safeguarding of its pupils;
- Make sure their communication with other pupils and teachers is responsible and sensible;
- Only use language and make comments that are supportive of their own learning and the learning and wellbeing of others;
- Maintain the same behavioural standards as would be expected in a real classroom;
- Never record (video and/or audio) or take photos of their classmates or teachers during any online interaction using a phone, computer or any other device;
- Understand that their use of applications provided by the School will be monitored and logged and will be made available to their teachers.

## **5. REQUIREMENTS OF STAFF**

### **5.1**

It is a requirement that staff will:

- Follow The Blue Coat School Staff Code of Conduct, ICT Acceptable Use Policy, Online Safety Policy, all Data policies and all other School policies at all times.
- Ensure that all pupils are spoken to in person at least weekly during term time and at least once during any school holiday period during an extended closure of the School. Staff must withhold their personal phone number if they are using their own device rather than telephoning from school All conversations must be recorded on iSAMS.
- Notify a Designated Safeguarding Lead immediately of any pastoral or safeguarding concerns identified.
- Wear their School lanyard whilst engaged in remote learning.
- Dress in an appropriate manner for school business.
- Be in an appropriate communal space for school business whilst engaged in remote teaching and any live video feedback.
- Ensure that all live feedback is given during school working hours.
- Ensure that feedback is provided to all pupils on work submitted.
- Ensure that appropriate work is planned, prepared and set for pupils. This should be sufficient in quantity and quality as far as is possible.
- Ensure that all communications with pupils are through approved school channels such as Google Classrooms or School email addresses.
- Ensure that they do not give any personal details to children or parents such as addresses or phone numbers.

- Ensure that any recordings for remote learning are for the sole purposes of pupils of The Blue Coat School.
- Ensure that they do not record (video and/or audio) of pupils during any online interaction using a phone, computer or any other device.

## **6. PASTORAL CARE DURING A FULL OR PARTIAL SCHOOL CLOSURE**

### **6.1**

In event of a school closure (full or partial), the primary responsibility for the pastoral care of a pupil rests with their parents/guardians. However, Form Tutors and Class Teachers (under the guidance of the Senior Leadership Team) will continue to monitor both academic progress and the general wellbeing of their pupils by being available to support parents and address any concerns. Parents should contact their child's Class Teacher/Form Tutor in the usual way if they have concerns or require support. Class Teachers/Form Tutors will be expected to pass on feedback to the Senior Leadership Team, particularly if there are concerns or a lack of communication.

## **7. SAFEGUARDING DURING A FULL OR PARTIAL SCHOOL CLOSURE**

### **7.1**

In the event of a school closure, pupils, parents and staff are reminded that the school's Safeguarding and Child Protection Policy still applies to all interactions between pupils and staff. In that policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or at school. Staff continue also to be governed the Staff Code of Conduct, which encompasses many of the principles and practices set out in the Safeguarding and Child Protection Policy. Any questions or concerns about safeguarding should continue to be raised with a Designated Safeguarding Lead, details of whom can be found in our Safeguarding and Child Protection Policy, available on our website.

## **8. POLICY REVIEW AND MONITORING**

### **8.1**

This Policy should be read in conjunction with other related whole school policies and documents including: Safeguarding and Child Protection Policy; Staff Code of Conduct; ICT Acceptable Use Policy; and Online Safety Policy.

### **8.2**

The Policy will be reviewed at least annually to ensure that it complies with current guidance and to ensure that any changes in practices are accurately reflected. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval in the Lent Term each year. The minutes of this meeting will be presented to the Governors.