Remote Learning Policy

Ranelagh School

Date reviewed by designated SLT lead	Spring 1 2021
Date reviewed by Governing Body	Spring 1 2021
Date of next review	Summer 1 2021
Published	Website Staff Shared Area (Q;Subject Areas; Policy Documents)

Remote education provision: information for parents

This policy is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section on page 5.

The remote curriculum: what is taught to students at home

A student's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of students being sent home?

In the event of remote education being implemented for a bubble, cohort or the whole school at very short notice, the school will endeavour to set up remote learning from the start of the next working day.

Students should access their work through Microsoft *Teams*, where work will be set for each of their timetabled lessons (students and parents will be notified whether the 4-week or 2-week timetable will be followed, depending on the expected length of remote learning period).

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, there will be adaptations to subjects with practical components, which are usually taught in school with specialist equipment (e.g. Music, Art, Science, Design and Technology, Food). In addition, during PE lessons, which are not easily adapted to remote learning, students will be given suggestions of physical exercises to undertake to ensure that they maintain healthy lifestyles and have some time away from screens.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 3	Five hours
Key Stage 4	Five hours
Key Stage 5	Approximately twenty-seven hours a fortnight of direct teaching input, including independent work; there is the expectation that students also devote time to consolidation of their learning which will not be directed by their teachers

Lessons will be structured to enable students to take time away from the screen in between lessons, to encourage them to take a moment to exercise, rest their eyes and organise their resources for the next lesson.

Accessing remote education

How will my child access any online remote education you are providing?

> Students will access their learning through Microsoft *Teams*.
>
> Students can also contact teachers for advice and support via their school e-mail account.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those students to access remote education:

> - Annual survey to determine which families do not have appropriate access to devices and online access
> - Parents / carers can contact the school if children do not have access to at least a shared device at home
> - Laptops can be lent to students as appropriate
> - Families without internet access at home should contact the school for support; provision in school might be available as an alternative

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

> - Live teacher exposition
> - Explanations of new content
> - Use of Powerpoint, worksheets, assignment and quiz features in *Teams*
> - Use of pre-recorded video and audio resources
> - Independent tasks
> - Opportunities for extended writing and scaffolded practice
> - Textbooks and reading books students have access to at home
> - Commercially available websites supporting the teaching of specific subjects or skills, including video clips
> - Internet research activities
>
> During an extended period of remote learning, additional homework will not be set, although those in the sixth form will be expected to complete consolidation activities in their non-contact time.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Students are expected to actively engage with their lessons, following their structured timetable when possible
- We understand that shared devices in home settings may mean that students are not always able to access lessons at the given time (resources will always remain online to enable students to catch up, and "live" elements of lessons will be recorded)
- Students are expected to complete independent tasks as set, submitting assignments as required
- Parents and carers can support children by ensuring that they have a quiet place to study, with access to an appropriate device, encouraging their children to stay hydrated and eat healthy snacks to maintain concentration during the day
- Parents and carers can encourage students to maintain a structured study routine, carry out their work during the usual school hours and stick to their usual morning and evening routines
- If parents / carers have any concerns about their child's engagement with remote provision, they should contact their child's form tutor in the first instance

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Each class teacher will monitor students' attendance at and engagement in lessons, as well as students' completion of set tasks
- If students do not appear to be engaging, the teacher will first contact the student via *Chat* to check that they are well, and have understood the work, giving them the opportunity and an agreed timescale to complete the work
- Remote learning can be very challenging for families to manage, so teachers will always be mindful of the need not to increase the levels of stress for students and families by contacting parents and carers for every single missed assignment, but if disengagement becomes a pattern, the class teacher will contact the parent / carer to explain the concerns (also informing the Curriculum Leader and Head of Year)
- If concerns are raised in a number of subject areas, the Head of Year will meet with the student and parent / carer via *Teams* to discuss any barriers to engagement and appropriate support strategies

How will you assess my child's work and progress?

Feedback can take many forms and will not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically are valid and effective methods, amongst many others. Our approach to feeding back on students' work is as follows:

- Use of the assignments and quiz features in *Teams* to offer brief written feedback and give summative marks
- Whole-class verbal feedback following the submission of particular pieces of work
- Individual verbal feedback opportunities built into lesson time through *Teams* calls
- Students will receive informal and formal feedback on a regular basis
- Planned parental consultation evenings (online) and screening will ensure that parents are given feedback on their child's progress

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students 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 we will work with parents and carers to support those pupils in the following ways:

- Scaffolded tasks which take the needs of individuals into account
- Use of the chat facility on *Teams* to offer personalised support and answer queries from students
- Additional guided instruction is available from LSAs attached to class groups in *Teams*
- In-person LSA support for students accessing their learning in school
- Liaison with the SENDCo and Learning Support team to support students with particular learning barriers
- Some 1-2-1 interventions will take place via *Teams* for students needing bespoke input and guidance

Remote education for self-isolating pupils

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Class teachers will contact student via the *Chat* function in *Teams* to identify the work that the student can complete at home during period of isolation
- As teachers will be continuing to teach other students in the class, it will not be possible to teach the student in "real time"; sufficient resources will be provided for the isolation period
- The student will have access to enough work to enable them to keep up with the work undertaken by their classmates during their absence
- On return to school, class teachers will check in with student during lesson time to ensure that work has been completed and to identify any gaps in learning