



Charles Darwin School

Remote Learning Policy

Persons Responsible:

Governors: Curriculum Committee

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1. Rationale

- 1.1. In the event of a school closure either partial or full resulting from restrictions imposed locally or nationally in relation to Covid19, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time
- 1.2. The nature of the learning activities 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. Learning and assessment will continue to be planned based on the Eight Essentials that form the basis of the school's Teaching and Learning Policy.
- 1.3. The main platforms the school will use to deliver continuity of education are
 - Microsoft Teams
 - SMHW (Satchel One)

2. Remote Learning for Individual Students

- 2.1. Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person.
- 2.2. The student's subject teachers will set work through SMHW and or Microsoft Teams. Work will only be provided to students in this way for those students self-isolating as a result of official guidance for example, NHS Test and Trace or a positive Covid19 test and where they are well enough to complete work.
- 2.3. This arrangement for individual students will remain in place unless
 - a significant number of students are absent from school, but the school remains open
 - a significant number of teaching staff are absent thus reducing capacity for such an arrangement

3. Remote Learning for Individual Classes

- 3.1. If a whole class or a whole year group is required to be absent from school then in addition to work set via SMHW it will be supported via live/ recorded lessons using MS Teams wherever possible. Teachers who wish to conduct live lessons using the video facility, must follow the school safeguarding policy and inform LRE in advance of setting up sessions
- 3.2. The school will need 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. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.
- 3.3. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- • Reading and noting new material from a common subject area textbook or electronic resource
- • Working through subject-specific presentations or worksheets provided by the subject area
- • Watching a relevant video resource and making notes on it
- • Completing a listening exercise (e.g. in languages)
- • Written responses to prompt questions, essay plans etc.
- • Completion of practice questions or past papers, particularly for those in examination years
- • Working through relevant exercises offered by external providers (e.g. Seneca Learning, MyMaths, GCSEpod)

4. Assessments

4.1. Providing timely and helpful feedback is a cornerstone of good teaching and learning and is one of the Eight Essentials and whilst this may be more challenging with remote learning, teachers will aim to provide regular feedback to students 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.

4.2. Assessments will be set using SMHW and Microsoft Teams. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. 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 online documents
- Providing feedback directly in the functions on SMHW and Microsoft Teams
- Feedback via another website / piece of software (e.g. Seneca Learning, MyMaths, GCSE Pod)
- Recording oral feedback and sharing an audio file with the students

5. Expectations of Students

5.1. 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.
- When taking part in any live lessons or using learning platforms such as Microsoft Teams students must adhere to the school behaviour code

6. Subject Teachers

- 6.1. plan, set and feedback on work in line with the school's Teaching and Learning Policy and Remote Learning Policy
- 6.2. respond to individual concerns of students and families to help support the continuity of education
- 6.3. Ensure knowledge and understanding of technologies required to support online learning are up to date
- 6.4. Report via the normal school procedures incidents of misconduct for example in live lessons or on shared learning platforms such as Microsoft Teams or SMHW. Contact with parents should occur as under normal circumstances where this is viewed as necessary

7. Subject Leaders

- 7.1. ensure that the work being set is appropriate in terms of quantity, relevance to existing schemes of work and meets the needs of students as best as is possible under the circumstances of Remote Learning
- 7.2. ensure that feedback is being given to students for agreed key pieces of work
- 7.3. in conjunction with class teachers ,respond to individual concerns of students and families to help support the continuity of education.
- 7.4. support staff in their subject area with the technologies required to support online learning
- 7.5. Report via the normal school procedures incidents of misconduct for example in live lessons or on shared learning platforms such as Microsoft Teams or SMHW. Challenge in an appropriate way examples of poor effort or attitude towards work. Contact with parents should occur as under normal circumstances where this is viewed as necessary

8. Senior Leaders

- 8.1. ensure that the work being set is appropriate in terms of quantity, relevance to existing schemes of work and meets the needs of students as best as is possible under the circumstances of Remote Learning across a range of subject areas
- 8.2. ensure that there is effective monitoring of feedback across a range of subject areas
- 8.3. in conjunction with class teachers and subject leaders respond to individual concerns of students and families to help support the continuity of education
- 8.4. support staff across a range of subject areas with the technologies required to support online learning, including hardware and software challenges
- 8.5. Support subject leads in ensuring that the school behaviour code is followed and adhered to by all students and that incidents of poor behaviour or poor effort with work is being challenged and followed up in an appropriate way.
- 8.6. Be in a position to provide a comprehensive overview of the effectiveness of remote learning for the purpose of on-going self-evaluation , school improvement and the shared responsibility for quality of education

9. Safeguarding

- 9.1. This policy is supported by the Safeguarding policy and the Covid-19 addendum to the Safeguarding policy at Charles Darwin School.
- 9.2. All members of staff will report any safeguarding concerns to the Designated Safeguarding Lead) DSL immediately.
- 9.3. Staff and students must communicate with their registered school email address

10.Data and GDPR

Ensure staff, parent, and pupil data remains secure and is not lost or misused. Breaches must be reported in accordance to the data protection policy to the designated DPO (data protection officer).

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.