



St Ambrose College

Remote Learning Policy

Reviewed / Approved	To be reviewed
February 2023	As required Recommended every two years

Remote Learning Policy

In the event of a partial or full school closure, St Ambrose College is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

This policy was initially developed in response to COVID19 in 2020 – 2021. However, this policy will also be applied in the case of any global pandemic. The policy also makes reference to other occasions when remote learning might be required.

The college is committed to ensuring that:

- All remote learning is sequenced in line with curriculum and the schemes of work students would be studying if in school.
- Resources are high quality including explanations from class teachers using both recorded lessons and live lessons in Microsoft Teams (during full closure).
- On occasions where remote learning is required but not due to long-term closure, work set on Class Charts will be challenging and effective.
- SEND students are supported.
- Work is meaningful and ambitious.
- Students receive feedback on key pieces of work in line with the college assessment and feedback policy.
- Students can make appropriate contact with their subject teachers at designated times.
- Students receive weekly contact from form tutors (during full closure).

Remote learning will be required if one of the following occurs:

1. Individual students are absent or need to isolate for COVID related reasons (excluding quarantine following a holiday).
2. A bubble or cluster of students need to isolate due to a positive COVID19 result.
3. We move to Tier 2 intervention and students are in school on a rota system.
4. There is a local or national lockdown and school only remains open to the children of keyworkers.

1. Individual students are absent or need to isolate for COVID related reasons (excluding quarantine following a holiday).
 - Class teachers will set work on CLASSCHARTS. The work set will be high quality and cover the part of the curriculum that the student missed. For example, the teacher may email the power point used in the lesson or any other relevant resources with explanations.
 - Students will receive feedback for key assessments in line with the marking policy.
 - Students may email their subject teachers with queries or misunderstandings. Teachers will respond within 48 working hours.

2. A bubble or cluster of students need to isolate due to a positive COVID19 result.

The students will have a live lesson with their class teacher on Microsoft Teams. This will take place at the usual time on their timetable. Each live lesson will last approximately 45-50 minutes. All lessons will be recorded to allow students to re-visit them later. In the rare occasion that a safeguarding reason results in the teacher being required elsewhere, then appropriate work will be set for the bubble isolating. This set work will cover the usual curriculum and scheme of work. It will be available on CLASSCHARTS at the start of the lesson.

The college will aim to do this from Day 1, however, in cases that come through at weekends or where PHE / Track and Trace guidance requires more investigation, it may be from day 2. If this is the case, work will be set on CLASSCHARTS for the first day.

When the college sends a sizeable number of students home to isolate (and some members of the class are still in school), the class teacher will “stream” the lesson on Microsoft Teams. The students at home will not be able to actively participate but will be able to listen to the lesson, see any resources on the screen and complete the same tasks as the students in school. The college will aim to do this from Day 1, however, in cases that come through at weekends or where PHE / Track and Trace guidance requires more investigation, it may be from day 2. If this is the case, work will be set on CLASSCHARTS for the first day.

On occasions where large clusters of students across various year groups are isolating and / or where there are operational or capacity issues, priority for live and streamed lessons will be given to Key Stages 4 and 5.

At Key Stage 3, subjects that are not core or EBacc subjects or have only one lesson per week or less, for example Art, Music, DT, Drama, Music, Computing and PE, may set appropriate tasks for students instead of delivering live lessons. PHSE will be streamed.

At Key Stage 4, practical subjects that are not core or EBacc subjects, for example Art, Music, DT, Drama, Music, PE (practical only) may, on occasions, set appropriate tasks for students instead of delivering live lessons. These teachers will ensure that students have opportunities during lesson time to ask for support and feedback on the Microsoft Teams Chat function. As with KS3, PHSE will be streamed.

At Key Stage 5, practical subjects, for example Art or DT may set appropriate tasks for students instead of delivering live lessons. These teachers will ensure that students have opportunities during lesson time to ask for support and feedback on the Microsoft Teams Chat function.

3. We move to Tier 2 intervention and students are in school on a rota system.

Whilst students are in school, they will follow their timetable as normal.

Whilst students are at home, the college will adopt a blended learning approach as in the case of a lockdown (see point 4 below)

4. In the event of a lockdown:

Students will follow their full timetable. 80% of the lessons will be led by the class teacher (both live and recorded). The teacher will be available for the remaining 20% of lessons to support the boys as they work on tasks set and answer any queries.

The college will adopt a blended learning approach consisting of:

- Live lessons with the subject teacher on Microsoft Teams (40% of lessons). Each live lesson will last approximately 45-50 minutes. All lessons will be recorded to allow students to re-visit them later. Individual teachers may choose whether to have the camera on. Teachers will be at school for the live lessons, however; in some exceptional circumstances, teachers may deliver them from home.
- Recorded lessons (40% of lessons). Each recorded lesson will last approximately 50 minutes (including time for students to pause and complete tasks). The recorded lessons will be available on Microsoft Teams in the relevant class folder by 8.45am on the day of the lesson labelled with the date and the lesson of the day e.g. Monday 1st September lesson 1.
- Appropriate tasks for students to work on independently (20% of lessons). The class teacher will be available on the Microsoft Teams Chat function at this time for students who have queries regarding the work. The tasks will be available on CLASSCHARTS by 8.45am on the day of the lesson labelled with the date and the lesson of the day e.g. Monday 1st September lesson 1. The work should take students approximately an hour to complete.

As an example: a subject that has five lessons a fortnight would have two live lessons, two recorded lessons and one lesson where the students are set tasks to work on independently whilst the member of staff is available for students on the Chat function on Microsoft Teams.

All live lessons, recorded lessons and independent tasks set will follow the curriculum that students would follow if in school. Extended, long-term research projects will be avoided. Students will have regular, clear explanations from their teacher as well as regular feedback.

Students will not be expected to print out work; any resources that need printing must be left in a relevant place outside the building and arrangements made to collect it whilst adhering to government guidelines. Students need an electronic device to access the live lessons, recordings and work set; however they cannot necessarily be expected to complete their all work on an electronic device and therefore need to work in exercise books as much as possible. It is the responsibility of Heads of Faculty to ensure that students have exercise books.

Subject teachers are responsible for their own individual classes; however, they should share resources and good practice in order to ensure quality, consistency and to support staff workload.

Teachers may make use of pre-prepared resources available online such as those produced by the Oak National Academy and GCSE pod if they are relevant, high quality and challenging.

Heads of Faculty are responsible for supporting staff in their faculty and ensuring they set work and deliver lessons that are and **meaningful and ambitious** (as stated in the DfE guidance). This may involve Heads of Faculty joining some of the live lessons to support and quality assure. Heads of Faculty will liaise with and update their relevant SLT line manager.

SLT are responsible for supporting the Heads of Faculty they line manage and ensuring that lessons and work are **meaningful and ambitious**. This may involve SLT joining some of the live lessons to support and quality assure.

Students are expected to show an excellent attitude to learning during the live lessons (see *separate behaviour policy*).

Assessment and feedback during a partial closure

Students' work will be assessed regularly and students will be guided on how to improve their work. This may be during a live lesson, a recorded lesson or through individual feedback.

If subject teachers wish students to submit work, they will ensure that students are given clear guidance on how to submit work in their subject. This will avoid confusion amongst students.

Work can be submitted and assessed in a variety of ways:

- Students email work to the teacher who then emails the student with feedback.
- Students submit work on Microsoft Teams; staff then give feedback on Microsoft Teams.
- An electronic device, such as an iPad can be used. Teachers write on the device or use the voice function.
- Self-marking quizzes can be used; for example on Microsoft Teams or websites such as MyMaths. In instances such as this, it is essential that the teacher communicates with the students regarding their scores and provides feedback on how they can improve. Self-marking quizzes are an addition to teacher assessment; not a replacement.
- Whole class feedback: (where the teacher looks at the students work and makes a note of WWW and EBI based on a sample). Students are provided with a high-quality feedback sheet and a WAGOLL rather than individual written feedback.

Heads of Faculty will ensure that methods of assessment are consistent across the faculty and are responsible for the Quality Assurance and moderation of feedback given to students by subject teachers.

In addition to the key assessments in line with the assessment policy, it is important that other work is acknowledged. This may include encouraging comments in emails, sharing of excellent work in the newsletter and the department twitter account and asking students to upload or email photos of their work. The latter may be particularly useful if teachers are concerned about any student's attitude to learning and engagement with online learning.

Students who do not meet deadlines

When students do not complete work on time:

1. Subject teachers will send the students an email.
2. If students do not respond or submit the work, subject teachers will send a second email.
3. If students still do not respond or submit the work, subject teachers will email parents.
4. If there is still no response or work is still not submitted, subject teachers will telephone parents and refer to form tutors who will mention it in their regular contact. Form tutors will update teaching staff regarding any students who may be struggling to meet deadlines for personal reasons (see separate strategy)

Resources and templates have been shared with staff for use when messaging students and staff to ensure consistency and to ensure that staff are enquiring after the wellbeing of students.

Staff who are absent

If teachers are well but need to isolate whilst waiting for a COVID test, due to family members having symptoms, or having been identified as a close contact of a positive case, they will send a recorded / narrated lesson into school with tasks for students to complete.

When staff are absent, students will not ordinarily have a live or streamed lesson but teachers can choose to offer this option if they wish. They will access the same cover work as the students in school; whether it is a recorded lesson or tasks set. This will be set on CLASSCHARTS. Students will be notified by email if a live/streamed lesson will not be taking place.

Staff must ensure that all cover work is saved in the cover folder on the T drive. It is the responsibility of the Head of Faculty to ensure this happens.

Plans are subject to change as the government and DfE guidance is being updated regularly. Each case will be reviewed separately and will take into account staff capacity and operational issues before coming to a final decision about the provision for the students isolating.

In the event of closure for reasons other than a pandemic.

If the college is required to close, for example if the building and site is inaccessible due to extreme weather conditions, work will be set on Class Charts for that day as soon as it is possible to do so. It is important to note that this may not be until a teacher has arrived back home and prepared tasks. When the closure is known the day before, work will be available on Class Charts for the start of that lesson.

If the closure lasted longer than three days, the policy above (in the case of a pandemic) would be applied.

Additional Information

For the most part, remote learning in the form of joining live lessons will not be possible when individual students are absent from school. In exceptional cases, it will be considered if there is likely to be of benefit to others in the class as well as the absent student. The ability to join live lessons was appropriate during COVID19 because of the guidance in place at that particular time.