

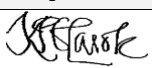
Remote Learning Policy

April 2022



St Aloysius' College

Hornsey Lane,
Highgate,
London
N6 5LY

Last Review Date:	April 2022
Next Review Date:	April 2023
Governor's Signature:	



1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils 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

2. Scope

This policy applies to circumstances where:

- a) the School is anticipated to be closed for a period longer than 1 day because (e.g.) the School is inaccessible, key systems or utilities have failed, or an order by a regulatory authority requires the School to close and/or a significant number of people to self-isolate (not an exhaustive list – other unpredictable circumstances may cause the School to be closed). The School will do all that it reasonably can to continue to deliver educational services, by using various technologies and online services to enable remote teaching and learning.
- b) In circumstances where the School remains open with reduced staffing for children of Key workers and vulnerable children it will aim to deliver the usual timetable for pupils who are both on and off site through live teaching using google classroom. Pupils will complete classwork and homework using google docs where applicable (mostly for literary subjects). Mathematics and Science and Music can be taught using google classroom but written work is completed in exercise books, photographed and uploaded onto google classroom for teacher to check and to feedback. Homework for Years 7-11 is set on Go4Schools as this facilitates whole school homework setting analyses more effectively than Go4Schools. Homework for Years 12 and 13 is set on Go4Schools.
- c) A proportion of the student body is self-isolating. In order to mitigate against disruption to learning teaching staff will ensure that work is available for pupils to access at home via Go4Schools. Pupils can also join live lessons using Go4Schools.

3. Roles and responsibilities

The Assistant Head Teacher with responsibility for teaching and learning is responsible for formulating and overseeing St. Aloysius' College's Remote Learning Policy. Other members of staff responsible for the implementation of this policy include:

- The School Business Manager is responsible for ensuring that all staff and students have access to required technology in conjunction with the Schools ICT support team and the AHT (personal development and wellbeing).
- Heads of Year are responsible for monitoring student engagement in remote learning in conjunction with the Assistant Head Teacher with responsibility for Behaviour and attitudes.

4. Continuity of Learning

Where **students are required to self-isolate**, teachers will:

- Set work on Go4Schools according to the normal school timetable.
- Be available during their assigned lesson times to answer questions via the comment section in Go4Schools.
- Provide direct instruction via Google Meet where a whole class is required to self-isolate.
- Set-tasks on Go4Schools (years 7-13) where part of a class is required to self-isolate.
- Assess knowledge and understanding and identify misconceptions using Go4Schools quizzes (years 7-11) and Go4Schools/Forms (years 7 -13)
- Mark and assess written tasks submitted through Go4Schools or another suitable method e.g for Mathematics, Science or Music according to the feedback and marking policy.

Teaching assistants will:

- Be guided by the SENCO in terms of remote provision for SEND pupils..
- Teaching assistants are responsible for supporting pupils with SEN who aren't in school with remote learning in the following ways:

- Viewing their tasks set on Go4Schools and Go4Schools
- Joining their Go4Schoolss to see what work is expected of them
- Joining break out rooms to provide one to one or small group support for identified pupils.
- Arranging a regular virtual one-to-one using Google Meet to check what support they might need with the tasks set of them. The regularity of these meetings should be appropriate to the particular need of the student.
- The academic mentor for English will provide small group RML instruction for pupils in Years 7 and 8 (reading recovery)
- Where teaching assistants are required to work in school, they will support SEN students in accessing remote learning.

During a full closure (vulnerable and children of Key workers on site) pupils at home must:

Be available during the hours of the normal school day (08:35- 15:05) to register with their Form group at 8.30am, to take part in Year group or Liturgical assemblies and Form activities from 8.30-9.00am, to be on time for registration at the start of each live lessons, to take part fully in live lesson, to complete classwork set and to submit it by the deadline requested. Pupils are to check details of homework set on SMHW and are to submit homework tasks by the deadline requested using google docs. Pupils will read teacher feedback and will redraft their work to improve it as requested. Pupils are also expected to take part in online intervention sessions and to engage in other extra curricular activities such as reading using a virtual library (Oak National academy), PE activities, Music activities (e.g virtual Band)

In order to support their child, parents should:

- Make themselves aware of their child's Go4Schools environment, lesson timetable and Go4Schools account. Ensure that students logon at the correct time and follow their timetable
- Ensure access to a computer or network. The school is providing a laptop for those pupils who need one. Connectivity is also provided for disadvantaged pupils. This has been shared with parents.
- As far as possible provide a quiet and formal place for students to work
- Contact teachers if you or your child have issues with the school laptop, with accessing or using Go4Schools.

5. Preparing for Remote Learning

The following are in place:

- Staff have access to Go4Schools for classes and classes have been set up.
- Pupils have access to the relevant Go4Schoolss.
- Staff are familiar with the main functions of Go4Schools and receive ongoing CPD such as using google docs for pupil feedback including written and verbal feedback. Use of break out rooms when teaching mixed ability classes.
- Staff have the ability to host a Google Meet (video and/or audio) with their classes either from their classrooms or from home
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education by regular communications from the school.

St. Aloysius' College ensures that staff are supported in the development of the above framework by:

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

Staff should ensure that they:

- Have received appropriate training on using Go4Schools and SMHW and other remote platforms such as for quizzing etc
- Have computer-based teaching resources on Go4Schoolss and Google Drive.
- That they have access to key resources not available online at home e.g. subject textbooks
- That pupils have specialist software on their school laptops to use at home e.g for Graphics and DT.

- That they have access to a suitable device for home use and if this is not the case then staff will be provided with a school laptop.

6. Behaviour and conduct

All pupils are expected to conduct themselves online and on Go4Schools spaces in the same way that they are expected to do in school. The School's relevant policies e.g. Behaviour, Staff Code of Conduct etc. will remain in force. Should students not submit their work on time they will receive a negative behaviour point and students producing exceptional work will receive a positive praise point - this will be visible to parents in their Go 4 Schools profile.

An addendum to the school's behaviour policy has been created and is available on the school website. All pupils have been made aware of their responsibility while learning remotely including the consequences for misuse of online teaching resources or poor behaviour while online. Pupils disrupting live teaching will be removed from live lessons and will not be readmitted until a conversation has taken place between the parent and the pupil's Head of Year.

7. Safeguarding

The safeguarding of both pupils and staff must be maintained in remote spaces. All the same policies, rules and guidelines remain in place and adherence to all statutory guidance is required. Pupils are to use their microphones only for live lessons and are to disable their cameras. Teaching staff use their microphones and can use their cameras if they choose to. For privacy reasons, a blurred background can be used.

8. E-Safety

In accordance with its E-Safety Policy the School will deal with e-safety incidents in accordance with the procedures outlined in the policy. We will, where known, inform parents of incidents of inappropriate e-safety behaviour that take place out of school.

9. Data Protection:

a) Accessing personal data

When accessing personal data for remote learning purposes, all students and staff members will: •

Log in to G-suite using their school email.

- Store all resources on the school's Google Shared Drive
- Use a laptop provided by the school where possible

b) Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or login details for Go4Schools as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

c) Keeping devices secure

All staff members and students 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
- Keeping operating systems up to date – always install the latest updates

10. Notifying Parents

The Headteacher will communicate regularly with parents with remote learning updates and will also keep parents advised of plans to return to on-site teaching following DFE guidance. Please check your email regularly and the school website for updates.

Protocol for remote learning in the event of a school closure

11. Remote learning for individual students

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.

- The student's subject teachers will use the Classwork feature on Go4Schools to make work available to the student.
- If there are any issues with the compilation of work, tutors should liaise the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).
- Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week.
- Work will only be provided to students in this way if there is an agreed absence lasting more than three working days. If a significant number of students are absent from school, but the school remains open, the Head Teacher will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

12. Remote learning for a group/groups of students

Where a group or groups of student(s) may be required to work from home due to unforeseen circumstances such as the requirement to self-isolate, the school will provide work for these students:

- Years 7 – 13: The student's subject teachers will use the Classwork feature on Go4Schools to make work available to the student.
- Where possible the teacher will enable students required to isolate to join the lesson remotely through Go4Schools.

13. Remote learning for a whole year group

Where a whole year group is required to self-isolate, lessons will continue to take place virtually using Go4Schools:

- Students should follow their normal timetable using Go4Schools to join the lesson at the correct time.
- Registers will be taken by the class teacher each lesson
- Work will be set and submission monitored on Go4Schools

14. Remote learning in the event of extended school closure

Where there is an enforced school closure, lessons will continue to take place virtually using Go4Schools:

- Students should follow their normal timetable using Go4Schools to join the lesson at the correct time.
- Registers will be taken by the class teacher each lesson
- Work will be set and submission monitored on Go4Schools
- HW is set on SMHW but submitted on Go4Schools

15. Ensuring the quality of remote learning

In the event of an extended school closure, the school will strive to ensure that learning of the highest quality

will continue to be provided to ensure continuity of education in the following ways:

- a) Regular retrieval to improve students' retention of relevant subject knowledge.
- b) Regular direct instruction from teaching teachers, with the ability of students to ask questions online (via Go4Schools)
- c) The setting of guided or independent work that students complete, written responses (if relevant) completed electronically.
- d) The setting of tasks to check understanding and identify misconceptions.
- e) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.

16.Remote Learning Curriculum:

Subject areas will provide work in line with students' timetables through the school's home learning platform, Go4Schools. 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.

Tasks will be set for individual classes. 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. SenecaLearning, HegartyMaths, GCSEpod).
- Completion of retrieval quizzes to support strong knowledge retention.
-

Teachers will include line managers and Heads of Year as co-owners of classrooms to allow them to monitor and support as required.






17. Monitoring engagement with remote learning



The engagement and submission of work will be monitored in the following ways:

- Where applicable subject teachers will check submission of work on Go4Schools by the end of each day.
- Heads of Department will monitor submission rates within their subject area.
- Form Tutors will monitor attendance and engagement across their Tutor group and will make weekly welfare calls home to each pupil in their Form group.
- Heads of Year will monitor attendance (AM and PM) and also attendance to live lessons and will follow up on issues in conjunction with the school Attendance Officer.
- Non attendance at AM registration or at any lesson will be followed up by a member of the allocated admin team on the same day.
- Weekly attendance reports including attendance at live lessons will be produced by the AHT (Behaviour and attendance)

Appendix A

St. Aloysius' RC College Remote Learning

	<p>Start of lesson – Welcome and take register: Pupils should be muted and camera</p> <p>turned off. Instruct students to 'raise their hand' when they hear their name. <i>This can</i></p> <p><i>also be used as an opportunity to individually praise previous work or HW submission. (3</i></p> <p><i>minutes)</i> Teachers should 'share their screen' so that pupils can see the Powerpoint /</p> <p>worksheet/work pack.</p>
	<p>1) Do Now: Test and recall learning from previous lessons. Recall questions with</p> <p>answers revealed afterwards that students can self-assess. <i>You may want to call</i></p> <p><i>on individual students to turn their microphones on to answer at the end of the Do</i></p> <p><i>now. (5 minutes)</i></p>
	<p>2) Explanation of new knowledge. Break the new knowledge up into small chunks -</p> <p>do not overload the working memory with too much new information in one</p> <p>lesson or on the slide. <i>Display key words / bullet point / simple images of the new</i></p> <p><i>content. (6 minutes maximum)</i></p>
	<p>3) Model and scaffold for independent task: Model answers/worked examples/live</p> <p>typed modelling. Pre-empt and explain common misconceptions. Provide</p> <p>scaffolds, sentence starters for their answers if needed. <i>You may want to use the</i></p> <p><i>visualiser to model what you expect from students. (8 minutes)</i></p>
	<p>4) Independent practice task: Instruct students to begin their independent work</p> <p>within the work pack in One note. Be specific about how much to write, number of</p> <p>sentences/words, ideas, practice questions etc. Explain you are available for</p> <p>questions via the 'posts' section in the class team. <i>You can explain to the</i></p> <p><i>students that you will be viewing and providing feedback</i></p>

	<p><i>on their work in One note.</i></p> <p>(15 minutes minimum)</p>
	<p>5) Take 5. Display the Take 5 when there is 5 minutes left of the lesson. This will be 5</p> <p>one-minute tasks that summarise and recap learning from the lesson (5 minutes)</p>
	<p>6) End of lesson: Explain any HW/submission expectations and praise students for</p> <p>specific work within the lesson. End ('leave') the class/meeting. (3 minutes)</p>

Delivering online learning

Take regular opportunities to remind students of our values when online:

Be Kind – *“When online we treat others as we’d like to be treated, for example, we listen respectfully to*

others ideas without mocking”

Be Brave – *“This means that you are encouraged to take an active part in the lesson, for example by*

making contributions when questions are asked – answer thoughtfully and clearly so that all can hear”

Be Present – *“Remove any distractions and give the lesson your full attention, for example, put your phone out of sight and on silent”*