

LONSDALE



REMOTE LEARNING POLICY (Blended and Distance learning)

Approved by SLT: November 2020

Next review due: November 2023

This policy is applicable to both School and REP

Introduction

As the use of technology in education has increased it also provided opportunities to find new and creative ways to enrich the educational experience. Lonsdale School has the provision and wherewithal to enable students to continue to learn remotely outside school. Blended learning is one such opportunity, which has evolved to allow a union between face-to-face and technology-based learning.

"At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences." [Garrison and Kanuka, 2004].

Whilst there is no real substitute for being in a classroom with a teacher, if circumstances dictate, School is able to set work through the secure student area on the Lonsdale School website. Students will be able to access documents created by their own class teacher.

In the event of a school closure or pupils being absent from school for prolonged periods, e.g. following an operation, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. This provision will include e-learning, blended learning and the use of web based materials to supplement classroom- based learning.

Remote learning for individual students

Assuming an absence has been agreed with school, and the student is able to work from home, School will provide work for students who are unable to attend in person. The collation of work and communication with the parent will be coordinated by the student's class tutor.

Remote learning in the event of extended school closure

In the event of a school closure, School will provide continuity of education in the following ways:

- a) Regular direct instruction from teaching teachers, with the ability of students to ask questions online
- b) The setting of tasks that students complete, written responses (if relevant) completed electronically
- c) The assessment of specific assignments that are submitted to teachers and on which feedback is provided

Students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. Primary access for learning/continuity of education will be the student secure access on the Lonsdale website.

The setting of tasks

Tutors will provide work broadly in line with students' timetables. Tasks will be set in accordance with existing schemes of work, and tasks will be designed, where possible, to allow students to progress through schemes of work at the same pace as if they were in school. 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.

Unless there is a good reason not to, 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 an electronic resource
- Working through subject-specific presentations or worksheets
- Watching a relevant video resource and making notes on it
- Completing a listening exercise
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years¹
- Working through relevant exercises offered by external providers (e.g. ...)

Live sessions

It may also be possible for tutors to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions. See Appendix 1: Video Conferencing statement.

Microsoft Teams/ZOOM are platforms that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams and ZOOM.

Assessment

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 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 use remote learning.

Assessed work will be set where appropriate with clear due dates given to students for completion, thereby helping students to organise their time. Students and teachers should keep accurate records of all work completed, submitted and assessed.

¹ It is important to be aware of student ability, a significant increase in assessment levels could mean that it might not be a student's work

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.

Expectations of students

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. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the tutor. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed, initially to the class tutor.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers can make arrangements for equipment to be sent home. School does not expect students to have access to any specialist equipment that would usually be provided by school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Expectations of teachers

Teachers should ensure, if possible, that they have internet and a phone connectivity at home. The setting and assessment of remote learning tasks will take place in accordance with school and subject area framework.

All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their students in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the subject lead to ensure work is set.

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous).

In order to ensure teachers are able to perform the minimum expectations outlined above; school will provide a range of training opportunities as part of teacher meetings. If teachers require support with any aspects of remote learning, they are encouraged to consult the Deputy Head. Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic

messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are

- Email using school email addresses only (both teachers and student)
- Microsoft Teams

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors should check in regularly with their class to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to SLT, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding suite of policies still applies to all interactions between pupils and teachers. There are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Appendix 1

Video-conferencing Statement

Introduction

Lonsdale School recognises that internet, mobile and digital technologies provide positive opportunities for children and young people to learn, socialise and play, provided they are safe. The digital world is an amazing place, but with few rules. It is vast and fast moving and young people's future economic success may be partly dependent on their online skills and reputation. We are, therefore, committed to ensuring that **all** pupils, staff and governors will be able to use internet, mobile and digital technologies safely. This is part of our safeguarding responsibility.

We are also committed to ensuring that all those who work with children and young people, including their parents/carers, are informed about the ever-changing risks so that they can take an active part in the safeguarding of children.

Scope of statement

The statement applies to:

- pupils
- parents/carers
- teaching and support staff
- school governors

Procedure

School seeks to ensure that internet, mobile and digital technologies are used effectively, for their intended educational purpose, in ways that will not infringe legal requirements or create unnecessary risk. It is important to note that all Please note that remote working methods must adhere to GDPR guidelines

School expects everyone to use internet, mobile and digital technologies responsibly and strictly according to the conditions set out in the on-line safety policy. This policy also includes expectations on appropriate online behaviour and use of technology outside of school for pupils, parents/carers, staff and governors and all other visitors to the school. It should be noted that teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).

Instructions for setting up video conferencing and live links are available in the ZOOM instruction folder. Live video links can be particularly useful for staff meetings or small groups where spoken explanations are better than written ones.

It is possible to record meetings should this be required, both for possible future reuse and to demonstrate safe working practice. Students should not record sessions, the function to prevent this must be selected.