



# SIR THOMAS BOTELER

## CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

## REMOTE LEARNING POLICY AND GUIDANCE

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**Committee:** Full Governing Body  
**Audience:** Staff, Governors, Students and Parents/Carers  
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This policy is available on our website or hard copies are available from the school office.



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# SIR THOMAS BOTELER

## CHURCH OF ENGLAND HIGH SCHOOL

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## REMOTE LEARNING POLICY

### Principles

- We are committed to making provision for our students to ensure that the progress students make during the pandemic is maximized
- Facilitating progression will be achieved through continuing to deliver our ambitious curriculum that enables students to continue to strive to 'know and remember more'.
- Remote learning should take into account the individual needs of students including those disadvantaged and those with SEND.
- A personal approach will be in place where necessary for individual learners through the redeployment of Teaching Assistants.
- Work provided should be available in physical format for students unable to access online platforms at home.
- Guidelines and protections to ensure the safeguarding of young people and staff should be adhered to (in line with the interim Safeguarding and Working from Home policy).

### Objectives

- HODs will ensure curriculum content is ambitious and, where possible, reflect identical teachings to the classroom.
- Microsoft Teams will be the main platform for delivery of lessons. Content should be accessible to all learners.
- Provision should be designed to maximise and promote engagement.
- Following formal or informal assessment teachers must continue to provide an appropriate degree of feedback to ensure clarity and understanding but also to promote deeper learning.
- Provision must be accessible for all, taking account of the Digital Divide and working environment.

In the event of a full or partial closure, Sir Thomas Boteler Church of England High School is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

All of the remote learning provision will be provided via the Microsoft Teams platform. Teams will enable us to streamline all aspects of school provision through one, central online platform ensuring that expectations are clear for staff, parents, carers and students.

#### National lockdown and/or students self-isolating

In the event of a national or local lockdown students who are required to self-isolate will access the school curriculum via Microsoft Teams. Self –isolating students will have full access to their teachers via Teams. Teaching staff will deliver live lessons and upload assignments to ensure these students have:

- meaningful and ambitious work each day in all subjects
- access to a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- frequent and clear explanations of new content, delivered by expert teachers using high quality curriculum resources.
- a programme that is of equivalent length to the core teaching students would receive in school, including daily contact with teachers via Teams.

#### Partial Closure

In the event of a class/year group bubble being asked to self-isolate, Sir Thomas Boteler Church of England High School will:

- 1) 1)Ensure teaching staff deliver live lessons from school for students to access remotely via Microsoft Teams
- 2) All remote lessons (isolating students working remotely) will be delivered live by the teacher from the classroom as per timetable.

#### Full Closure

In the event of a full closure:

- 1) Teachers will continue to deliver the curriculum and lessons remotely via Microsoft Teams, either live or pre-recorded.
- 2) Work will be set as per timetable and follow the same curriculum content as would be delivered in school unless you are informed otherwise.

#### Furthermore teachers will ensure that:

- All lessons are streamed live unless staff are on the key worker/vulnerable children rota.
- Lessons will be recorded to ensure that those students who may not have access at home in real time can access the learning later.
- Open communication via audio and/or text will be maintained with remote learners.
- Quality learning resources will be shared with students.

- All students submit identified key piece(s) of work at a frequency agreed by the school for review by classroom teachers which are responded to via our summary marking process. Students will respond in a RAP (reflect and progress) lesson in which the teacher provides a written summary of the strengths and weaknesses observed in the work overall.
- School workbooks will be provided in which students are to record all of their learning.

### **Sir Thomas Boteler Church of England High School will ensure that:**

- a. They maintain an overview of those students who will have significant barriers to access the curriculum and plan for these accordingly. (i.e. Digital Divide, SEND, working environment).
- b. Track 'attendance' into Teams and keep in touch with those students not accessing, including notifying parents/carers in a timely fashion.
- c. All students submit identified key piece(s) of work at a frequency agreed by the school which they will receive feedback on.
- d. Students who do not submit are prompted and Parental/carer contact made.
- e. Routine, self-marking, low stakes retrieval quizzes are used for quick feedback opportunities.
- f. Key concepts and new learning involve demonstrations, modelling and exemplars.
- g. Feedback is provided on key piece assessments and working at assessments in accordance with the usual marking and feedback policy e.g. frequency of feedback.

### **Students requiring additional support through reasonable adjustments**

Live/ pre-recorded lessons will be completed by the student's class teacher and as such, lessons are differentiated to suit all students. Students can ask questions using MS Teams chat and are also given feedback this way. It is therefore important the students follow their timetables to enable the teachers to be on hand to support before moving on to their next lesson.

Students who have additional support with reading/numerous, have already been assigned passwords for these programs: IDL Literacy/Numeracy Timetables, Rock Stars and Reading Plus. If you need further support please email Mr Corrigan (Learning Enrichment) [jcorrigan@boteler.org.uk](mailto:jcorrigan@boteler.org.uk) or Mrs Harrison (SEND/CO) [aharrison@boteler.org.uk](mailto:aharrison@boteler.org.uk)

Students with key workers will have regular weekly check in calls to discuss their progress and keep in touch. This will enable individuals needs to be reviewed and adapted.

Speech and Language programs can be delivered/supported on MS teams and are arranged with the student's key worker following the student's timetable.

### **Designated Provision**

Students who have a place within the Designated Provision (DP) have highly individualised timetables. Students should follow their timetable. If accessing mainstream lessons students should logon to MS teams as highlighted above (Lessons are live streamed or pre-recorded). Designed provision lessons will, where possible, be live streamed or pre-recorded. Students have access to IDL literacy, numeracy and TimeTables (TT) Rock stars. Dependent upon the learning phase of the class resources packs can be sent home. If streaming fails, the resource packs can also be accessed alongside IDL literacy / Maths and TT rock stars.

Opportunities for the student, parents/carer to check in with the DP team will be at least once a week. Obviously, if you need more input before your scheduled call this can, as usual, be arranged around teaching commitments.

Any difficulties or concerns please contact Miss Power (DP Lead teacher/assistant SENDCO) [fpower@boteler.org.uk](mailto:fpower@boteler.org.uk) or Mrs Harrison (SENDCO) [aharrison@boteler.org.uk](mailto:aharrison@boteler.org.uk)

### **School will consider the following to support vulnerable learners:**

- a. The use of Off-line packages:
  - Work books
  - Work Packs
- b. ICT support
  - Issuing laptops
  - Paying for internet access
- c. Bespoke teacher contact
- d. Signposting to online reading software
- e. C Pens
- f. Daily contact with Vulnerable Learner
- g. Microsoft Teams support by TAs

### **Expectation of Parents and Carers**

#### **Parents/carers will:**

- a. Support their child's learning to the best of their ability.
- b. Seek to ensure their child has access to remote learning platforms.
- c. Contact the school should they have any issues accessing the remote platforms.
- d. Check their child has completed work each day and encourage the progress that is being made.
- e. Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air, and relax.
- f. Respond to any 'Check-in' phone call from the school in a supportive and constructive manner.
- g. Be mindful of the 'student expectations' below and ensure your child meets them.
- h. Parents should contact Mr J Leonard (Assistant Headteacher) if they think their child might not be able to comply with some or all of the rules so we can consider alternative arrangements with them and support them with their learning.

### **Expectations of Students**

When working remotely, we expect students to follow all of the rules set out below. Students should:

- Be contactable during registration and lesson times or inform staff if unavailable
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Ensure online conduct is appropriate e.g. using appropriate language in messages

During live lessons, students are expected to behave appropriately by:

- Being on time
- Having books and stationery ready before class begins
- Contributing towards the lessons to the best of their ability
- Muting their microphone when asked
- Raising their hand to ask questions, or using the relevant online class participation feature/application
- Not disrupting the lesson for others (for example, by messaging about something other than school work)
- Do not share anything that would be deemed inappropriate with others i.e. images
- Be respectful for students and staff at all times
- Dress appropriately for the lesson and use an appropriate space in the house
- Report any safeguarding concerns they may have to any member of staff

Should staff feel that your behaviour and conduct is unacceptable then the appropriate actions and intervention will be put in place (e.g. removal from lessons and parental involvement).

## Assumptions

The policy assumes that there is an accepted understanding from staff that:

- Schools should be mindful of the fact that many children and young people live in households with no or limited access to the internet or to the technology required to make use of online resources. Even in households with full internet access, the number of suitable online capable devices may be insufficient at any one time to meet the demands of home-working adults and children attempting to access educational materials or live learning sessions.
- In their provision, schools should recognise that many children and others in their households will be experiencing significant stress and uncertainty at this time. Therefore, placing excessive burdens on students in terms of the amount of work they are expected to complete would be profoundly unhelpful
- Schools should set out the expectations that they have for those teachers working from home bearing in mind that:
  - many teachers are working as part of the rota of care in schools;
  - it is not possible or desirable to seek to replicate the expectations of normal working in these extraordinary circumstances;
  - teachers working from home will be dealing with competing priorities such as caring for someone in the household who is ill or looking after children who would normally be in school; and
  - there will be limits to what can be effectively or usefully done from home.
- The main focus of assessment activity when online systems are used should be on formative assessment and providing feedback to students.
- the core purposes of marking, feedback and planning are to help teachers secure high-quality educational experiences for students and to provide useful information that supports effective

This policy links to the following policies and procedures:

- Child protection policy
- TCAT Interim Safeguarding Policy
- Behaviour policy and coronavirus addendum
- Health and safety policy
- E-Safety Policy
- School Handbook Academic Year 2020-21
- Headteacher September 2020 reopening guidance document

**Supporting websites/resources:**

- Child Protection and Safeguarding Policy - <http://www.boteler.org.uk/wp-content/uploads/2020/02/Child-Protection-and-Safeuarding-Policy-Oct.2019-formatted..pdf>
- E-Safety Policy - <http://www.boteler.org.uk/wp-content/uploads/2020/03/eSafety-Policy-2020.pdf>
- Acceptable Use Policy (which is a shortcut on everyone's desktop) - <https://stboteler.sharepoint.com/sites/staff/businesssupport/policies/ICTPolicies/StaffAUPCurrent.pdf>