

Clitheroe Royal Grammar School

Remote Learning Policy

Staff member responsible: Deputy Headteachers/Director of Studies

Governors' Committee: Curriculum and Achievement

This policy should be read in conjunction with the Clitheroe Royal Grammar School Remote Learning Strategy.

1. Remote Learning Definition and Philosophy

Definition

Remote learning is where the student and the teacher are not physically present in a traditional classroom environment. Remote learning requires students and teachers to remain connected and engaged with the content while working from their homes.

A student may need to access remote learning if they are absent from school and are able to learn. This would be with agreement from the school, after considering the circumstances.

Learning and Teaching at Clitheroe Royal Grammar School encourages students to:

- take an active role in the learning process
- learn with others, working collaboratively to make progress
- develop the skills of independence, creativity and resilience
- learn in a variety of ways and encourage creativity
- be empowered to take responsibility for their own learning
- evaluate their own learning, the learning of others and act on feedback to make progress

Our Remote Learning Strategy has been developed to ensure that the most appropriate and innovative approaches are utilised as effectively as possible to continue to give young people these same opportunities to develop and make progress whilst learning remotely.

2. Aims

This Remote Education Policy aims to:

- ensure consistency in the approach to remote learning for all students who are not in school
- provide clear expectations to all members of the school community with regard to the delivery of high-quality remote learning
- ensure continuous delivery of the school curriculum, as well as supporting the motivation, health and wellbeing of all students and ensuring parental support
- ensure appropriate high-quality CPD and support for all teaching staff to facilitate the delivery of remote education
- support effective communication between the school and students and their families

3. Tools for Delivery of Remote Education

Teachers at Clitheroe Royal Grammar School will be able to select the most appropriate platform/methodology, considering the age of the students and the content and skills to be covered. Teachers are encouraged to use a variety of techniques, as they would do in the classroom.

Resources to deliver remote education include:

- Online platforms such as Edmodo and OneNote, which can be used to draw tasks and resources together in one place
- Use of recorded video or screencasts (narrated PowerPoints), recorded using software such as OBS
- Live interactive sessions using Microsoft Teams; the Q&A and Chat functions allow real-time feedback
- A Lead Lecture in a webinar format (eg using settings on Teams), followed by a Question and Answer session
- Activities using interactive tools such as Socrative or Quizlet which allow for formative assessment
- Printed learning packs and access to CRGS Moodle
- Online resources/subject-specific resources such as BBC Bitesize, Oak Academy, MyMaths
- Visualisers - useful for modelling answers, especially where calculations and/or diagrams are helpful

Other platforms may be used to facilitate communication between teachers and parents/carers such as Zoom for webinars and SchoolCloud for Parental Consultation Evenings. Parents/carers will continue to be able to access information, including interim grade reports, via the Edulink portal.

There is guidance for staff on planning for effective remote learning.

There is a remote learning page on the website.

4. Home and School Partnership

Clitheroe Royal Grammar School is committed to working in close partnership with families and recognises that each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Clitheroe Royal Grammar School recommends that the student's individual 'school day' is maintained as far as possible.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, supporting students with work and encouraging them to work with good levels of concentration, avoiding distractions.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

All students have signed an 'Acceptable Network and Internet Use Statement' which includes e-safety rules and this applies when young people are working at home.

Clitheroe Royal Grammar School recognises the importance of dialogue between home and school. We are therefore hold online Parental Consultation Evenings to facilitate effective feedback and discussion with parents. Any events where parents and carers would be given information or guidance, such as Futures Evening and Year 7 and Year 12 New Parents' Evenings, have been, and will continue to be, made available to parents and carers via live and interactive webinars and the recordings made available to parents and carers.

5. Roles and Responsibilities

5.1. Teachers

Clitheroe Royal Grammar School will provide high-quality CPD to provide staff with the necessary skills to confidently deliver effective remote learning.

When providing remote learning, teachers must be available between 8.45am and 3.50pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

(a) Where an entire group/year is learning remotely:

- The teacher should follow the usual timetable for the class had they been in school
- Every lesson should include some element of interactivity. Interactivity means that there is two-way communication between teacher and student. This may include live delivery (Teams), webchat (Teams) or question and answer sessions via live written posts on interactive platforms
- There should be frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or video
- It remains the teacher's professional responsibility to monitor the progress of each student
- The expectation that all students receive developmental WWW and EBI (What Went Well and Even Better If) feedback at least once every half term remains
- Form Tutors will oversee the weekly check-in with their forms during the Tuesday morning Guidance period

(b) If an agreement is made to provide remote learning for a student who is absent teachers:

- should set work for all students in their classes, ensuring the absent student's provision is kept in parallel with their peers who are attending school
- should ensure that students know how to ask questions and submit work, as appropriate

5.2 Heads of Learning

Heads of Learning are responsible for:

- considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- working with subject teachers to make sure all remote work set is appropriate and consistent
- supporting staff, for example, alerting subject teachers to resources that can be used to teach the subject remotely and coordinating appropriate collective planning
- monitoring the remote work set by teachers in their subject, for example, by periodically undertaking "virtual drop-ins" and through regular meetings
- communicating any concerns about persistent lack of engagement to Heads of Year/Senior Tutors (as appropriate)

5.3 Heads of Year/Senior Tutors/Student Support Managers

Heads of Year, Senior Tutors and Student Support Managers are responsible for:

- contacting students/parents and carers (as appropriate) to discuss lack of student engagement
- ensuring that students who have been assessed as vulnerable are contacted on a regular basis

- coordinating the response to any pastoral issues raised, including ensuring that teaching staff are made aware of these in a timely manner
- arranging for any appropriate “early help” or support to be put into place
- providing support for any students who may be experiencing particularly challenging domestic situations
- contributing to a weekly assembly (recorded) as appropriate
- overseeing the weekly check-in with their forms during the Tuesday morning Guidance period if the entire year group is receiving their education remotely

5.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school
- monitoring the effectiveness of remote learning
- ensuring that staff receive regular and effective CPD on remote learning
- monitoring the security of remote learning systems, including data protection and safeguarding considerations

5.5. Designated Safeguarding Leads (DSLs)

DSLs are responsible for:

- managing and dealing with all safeguarding concerns. Clitheroe Royal Grammar School’s Safeguarding and Child Protection Policy applies regardless of the location of the potential danger or abuse
- ensuring that all staff are aware of the safeguarding issues relating to remote learning and how to refer any concerns in a timely manner

5.6 IT Technicians

IT technicians are responsible for:

- fixing issues with systems used to set and collect work
- helping staff with any technical issues they are experiencing
- reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer
- assisting students and parents with accessing the internet or devices, for example, re-setting network passwords – this will be facilitated through the administrator@crqs.org.uk email address

5.7 The Inclusion Manager/SENDCo

The Inclusion Manager/SENDCo is responsible for:

- ensuring that the technology used for remote learning is accessible to all students and that reasonable adjustments are made where required
- ensuring that students with EHC plans continue to have their needs met while learning remotely
- liaising with the parents/carers of students with SEND to ensure that any particular challenges or concerns are addressed

5.8 Students and Parents/Carers

Staff can expect students learning remotely to:

- be contactable during school hours and ready to follow the usual school timetable as far as possible
- complete work to the deadlines set by teachers
- engage appropriately in interactive learning
- seek help from teachers if they need it and alert teachers if they are not able to complete work
- maintain high standards of conduct and follow the guidelines in the 'Acceptable Network and Internet Use Statement'

Staff can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise cannot complete work
- seek help from the school if they need it
- be respectful when making any concerns known to staff
- act appropriately in the vicinity of live learning, for example, by ensuring language and dress are appropriate

5.9 Governing Body

The governing body is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

6. Links with other Policies

This policy is linked to the school's:

- Safeguarding and Child Protection Policy
- Safeguarding Remote Learning Guidance
- Behaviour Policy
- ICT Policy
- Acceptable Network and Internet Use Statement
- GDPR Policy

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