



# BORDEN GRAMMAR SCHOOL

## Remote Learning Policy Drawn up: January 2021

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## 1. Policy Summary

- a. This policy should be read in conjunction with The Teaching & Learning Policy since expectations, pedagogy and processes surrounding teaching, learning and assessment still apply with remote learning.
- b. The title of the policy has been designated by the DfE, although it is worth pointing out early on that the most recent requirements set out by the DfE during the Covid pandemic require more than simply 'remote learning'.
- c. The terms used in this policy are as follows,

**Remote learning** (also sometimes also called distance learning) occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting.

**Flipped Learning** is where students are required to read or research information to be used in the next lesson

**Live online teaching** (often described as face to face learning) describes learning that is synchronous i.e. the learning is taking place with a teacher and student at the same time and will involve a level of interaction between the staff and students. This takes place on a spectrum of anywhere between 'student and teacher written 'chat', oral communication and video.

**Blended Learning** is where there are mixture of different types of learning (remote or otherwise) taking place.

## 2. How will the school maintain student learning?

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Live online teaching with regular direct instruction from teachers, with the ability for learners to ask questions online (via email, SMH or G Suite)
- b) Remote teaching with the setting of work that learners complete, written responses (if relevant) completed electronically
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided.
- d) Learners 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.

## 3. Which type of remote learning is required and when?

- a. The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. Which type of remote learning is applicable to which situation is covered later in this policy.
- b. Teachers can and should vary the range of methods (detailed in 1c) used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on individual experience.

## 4. What type of tasks will teachers need to set?

- a. The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:
  - ensuring pupils receive clear explanations
  - supporting growth in confidence with new material through scaffolded practice
  - application of new knowledge or skills
  - enabling pupils to receive feedback on how to progress
- b. 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. Seneca Learning, My Maths, GCSE pod)
- Flipped learning using any or all of the above

## **5. What online platform do we use and how will students access it?**

- a. G Suite (Google) is the platform we use at Borden that allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'.
- b. Learners will be provided with details of sessions, and will be expected to participate in them if they are asked and able to. Interactive / Live sessions can be particularly helpful as they can support communication, with learners able to respond to teachers' questions (and ask them) via functionality in Google Meet.
- c. Learners have been provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.
- d. The school has undertaken a number of surveys with parents and students to ascertain who may have difficulty accessing online lessons and has put systems into place to support these families.

## **6. What kind of remote learning are we aiming for?**

- a. Live classrooms (either by text or audio and/or visual means) enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion.
- b. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.
- c. The type of lessons that may be considered interactive or live are:
  - PowerPoints with a pre-recorded voice over and the ability for learners to ask questions via Google Meet
  - Live PowerPoint explanations using voice or/and video with the ability for learners to ask questions via Google Meet
- d. The key issue with interactive / live lessons is to enable interaction between learners and their teacher

## **7. Assessment & Feedback**

- a. 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 learners on pieces of work that they are required to submit.
- b. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue for the agreed period of remote learning.
- c. 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.
- d. Possible methods may include:
  - Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
  - Using Google Classroom

- Sending it direct to learners with specific feedback / targets
- Feedback via another website / piece of software

## 8. What are the different circumstances and expectations for remote learning?

| <b>Option One – All staff are in school</b>  |   |
|--|---|
| <b>Students are individually self-isolating</b>  |   |
| <i>Structure</i>   | <i>Assessment &amp; Feedback</i>  |
| <p><b>KS3</b> – Students will be provided with a lockdown work booklet which is automatically sent home by JAH.<br/>Some departments have set work within this booklet that links directly to the curriculum that is being covered by their class, other departments have provided links to SMH, Moodle and Google where the work studied in class is provided.</p> <p><b>KS4 &amp; KS5</b> – Work is being provided by departments via SMH, Moodle or Google which reflects the curriculum followed in lessons at school.</p> <p>Staff may choose to use blended learning to incorporate students at home into the lesson. Omnidirectional microphones are available so that the class and students at home may interact.</p> | <p>All work done at home should be marked and assessed according to the established school policy either upon their return to school or via electronic means if their work has been uploaded.</p> <p>Feedback on this work should be provided in the usual way in order that students do not fall behind and staff planning is informed by an understanding of what learners know and can do.</p> |

| <b>Option Two (a) – All staff are in school</b>  |   |
|--|---|
| <b>Groups of individual students within a bubble are self-isolating</b>  |   |
| <i>Structure</i>   | <i>Assessment &amp; Feedback</i>  |
| <p>Work is uploaded to Google, Moodle or SMH for all year groups that reflects the curriculum being taught in lessons – this is likely to impact KS4 &amp; KS5 more than KS3 as they are taught in mixed groups.</p> <p>Staff may choose to use blended learning to incorporate students at home into the lesson. Omnidirectional microphones are available so that the class and students at home may interact.</p> | <p>All work done at home should be marked and assessed according to the established school policy either upon their return to school or via electronic means if their work has been uploaded.</p> <p>Feedback on this work should be provided in the usual way in order that students do not fall behind and staff planning is informed by an understanding of what learners know and can do.</p> |

| <b>Option Two (b) – All staff are in school</b>  |   |
|--|---|
| <b>A whole bubble or whole class are self-isolating</b>  |   |
| <i>Structure</i>   | <i>Assessment &amp; Feedback</i>  |
| <p>Lesson resources should be uploaded to the school's digital platforms with clear guidance as to what work needs to be completed each lesson. All lessons should be interactive/live. These lessons should take part in school during normal lesson time and scheduled on Google.</p> <p>These lessons can be shorter than standard lessons; at least 40 minutes long which will enable learners to reflect on their learning. These lessons can also be recorded to enable those learners who are unable to attend full access to the curriculum.</p> | <p>All work done at home should be marked and assessed according to the established school policy either upon their return to school or via electronic means if their work has been uploaded.</p> <p>Feedback on this work should be provided in the usual way in order that students do not fall behind and staff planning is informed by an understanding of what learners know and can do.</p> |

| <b>Option Three – All staff are in school</b>   |   |
|---|---|
| <b>Tier Two (September DfE Guidance) Rota</b>   |   |
| <i>Structure</i>  | <i>Assessment &amp; Feedback</i>  |
| <p>A year group rota is applied whereby whole year groups are working from home whilst other year groups are in school accessing their full timetable.</p> <p>Lesson resources should be uploaded to the school's digital platforms with clear guidance as to what work needs to be completed each lesson. All lessons should be interactive/live. These lessons should take part in school during normal lesson time and scheduled on Google.</p> <p>These lessons can be shorter than standard lessons; at least 40 minutes long which will enable learners to reflect on their learning. These lessons can also be recorded to enable those learners who are unable to attend full access to the curriculum.</p> | <p>All work done at home should be marked and assessed according to the established school policy either upon their return to school or via electronic means if their work has been uploaded.</p> <p>Feedback on this work should be provided in the usual way in order that students do not fall behind and staff planning is informed by an understanding of what learners know and can do.</p> |

| <b>Option Four – All staff are in school</b>   |   |
|--|---|
| <b>School Closure - Lockdown</b>   |   |
| <i>Structure</i>   | <i>Assessment &amp; Feedback</i>  |
| <p>If the school is closed to students in a 'lockdown' scenario.</p> <p>Lesson resources should be uploaded to the school's digital platforms with clear guidance as to what work needs to be completed each lesson. All lessons should be interactive/live. These lessons should take part in school during normal lesson time and scheduled on Google.</p> | <p>All work done at home should be marked and assessed according to the established school policy either upon their return to school or via electronic means if their work has been uploaded.</p> <p>Feedback on this work should be provided in the usual way in order that students do not fall behind and staff planning is informed by an understanding of what learners know and can do.</p> |

|   |  |
|---|--|
| These lessons can be shorter than standard lessons; at least 40 minutes long which will enable learners to reflect on their learning. These lessons can also be recorded to enable those learners who are unable to attend full access to the curriculum. | The nature of this assessment and feedback will be different to traditional methods but the principles underlying it remains the same. |
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## **9. How will we monitor the effectiveness and safety of remote learning?**

Garry Mulligan, Deputy Headteacher has overarching responsibility for the quality and delivery of remote learning. He also ensures that the provision meets expectations for remote learning as outlined in this policy.

- a. The school safeguarding policy has been updated to include online learning, detailing the expectations of staff and students as well as the escalation procedures for any incidents.
- b. School leaders will be expected to 'drop in' to online lessons in a similar way that quality assurance would take place in school with learning walks and observations.
- c. Assessment will be monitored by school leaders in line with the school assessment policy
- d. Regular communication will take place with parents and student over the quality and efficacy of the remote learning taking place.

*GM / AT 04.01.21*