



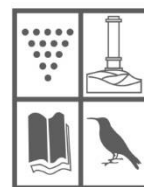
Callington Community  
College

# Remote Learning Policy

January 2021

Version	Date	Review Date
January 2021	04/01/2021	January 2022
Originator: C. Campbell	Authorised by CCC Governors: 07/01/2021	

# Remote Learning Policy



## VISION

**In the event of a school closure, the College is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home.**

## RATIONALE

Where a class, group or a small number of students need to self-isolate, or local/national restrictions require students to remain at home, schools are expected to have the capacity to offer immediate remote education. All students not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

## PREPARING FOR REMOTE LEARNING

As a College we have continued to build our capability to educate students remotely through upgrades, repairs or replacements to staff laptops. We would expect that many of the steps below should already be in place with most staff within Callington Community College. Using existing school systems (Show My Homework, Zoom, GCSEPod and Google Classroom) means this provision can be put into place quickly and students only need their existing login details of school email and password.

We would expect that there will be future benefits to putting these plans into place. Callington Community College will be proactive in ensuring that:

- Staff have access to Show My Homework with classes already set up via our Management Information System (SIMS).
- Parents and students have access to Show My Homework and Year 7 students receive introductory sessions via Computing lessons in the Autumn term.
- All staff/students have access to College e-mail via Gmail.

- Staff are familiar with the main functions of Zoom, Google Drive and Show My Homework.
- Staff have the ability to host a 'live lesson' via Zoom (video and/or audio) with their classes either from their classrooms or from home.
- Parents and students are made aware in advance of the arrangements in place for the continuity of education.
- Callington Community College should ensure that staff are supported in the development of the above by:
  - Using staff meetings or setting aside professional development time.
  - Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff are supplied with a device during the closure period.

Staff should ensure that they:

- Have received appropriate training.
- That their computer-based teaching resources are available outside of school (via Remote Desktop, N: Drive, Google Drive).
- That they have access to key resources not available online at home e.g. key Textbooks.
- Are able to access the Remote Desktop area of the College network to access SIMS.
- That they have access to a suitable device for home use and if this is not the case then staff should alert the Head of ICT Strategy (Charlotte Campbell) to the situation.

## CONTINUITY OF EDUCATION IN EVENT OF A CLOSURE

Callington Community College will make provision for remote contact with students on a daily basis in two forms:

- Students will have access to work that allows them to continue progress while at home.
- Students will have the opportunity for face-to-face interaction with class teachers on a daily basis, with the ability to ask questions online.

In as far as is possible Callington Community College should attempt to replicate the timetable that students follow through the course of a normal school day. Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Senior Assistant Principal if this is not possible.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- Online learning operates on a very different dynamic.
- Some subjects and activities do not lend themselves well to remote learning.

Students and teachers are expected to have access to the internet whilst at home; the College recognises that many families may not have home printers and will therefore not require the printing of material.

The primary platforms the College will use to deliver continuity of education are:

- Show My Homework
- Google (Classroom, Drive, Gmail)

- Zoom

If students have difficulty with logging in, they should contact the College's IT support team via [ict@callingtoncc.net](mailto:ict@callingtoncc.net)

**Staff should only use College laptops or devices when delivering remote learning.**

## DFE – DEPARTMENT FOR EDUCATION

The DfE has now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020.

## REMOTE LEARNING PRACTICE AND RECOMMENDATIONS

When teaching remotely, schools are expected to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the College's curriculum expectations.
- Give access to high quality remote education resources.
- Use the online tools that are consistently used across the school in order to allow interaction, assessment and feedback, e.g. Show My Homework, GCSEPod, Sparx.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support.
- Set assignments so that students have meaningful and ambitious work for each timetabled lesson.
- Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum 4 hours a day, with more for students working towards formal qualifications this year
- Have systems for checking, at least weekly, whether students are engaging with their work, and inform parents immediately where engagement is a concern
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught/learnt and practised in the lesson.
- Provide frequent, clear explanations of new content through high quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Avoid an over-reliance on long-term projects or internet research activities.

## TASKS

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.

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 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, MathsWatch, GCSEPod).

## LIVE LESSONS

We received significantly more favourable feedback about distance learning, following our short, forced lock down in November. As many more students received lessons via Zoom in this time, parents and students both felt that learning was more personalised and more impactful. A much greater majority of staff utilised this resource. Please ensure that you follow the guidance below:

- No 1:1s, groups only.
- All live online lessons using Zoom should be password protected and/or make use of the waiting room facility.
- Links to online lessons should only be shared with invitees using secure platforms such as College email or Show My Homework and not on social media or public websites.
- Students should be reminded not to share the link with anyone outside of the College community or is not intended to be invited to the session.
- A new link should be generated for each session to avoid it becoming known to persons who are not staff or students at the College.
- Any live lessons should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Students and staff should use their College email addresses and logins only.
- Staff and pupils must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- Double check that any other tabs that may be open in the browser would be appropriate for a pupil to see, if sharing a screen.
- Should an individual join a lesson who was not invited, the teacher/tutor should remove them immediately.
- Screen sharing should only be enabled for the host to prevent inappropriate material being shared.

- Switch the settings to have microphones and videos off when joining the meeting.
- Decide whether you'll let students communicate - like any chat function, it could lead to bullying, or be a distraction from learning. This should be avoided where possible but may be necessary depending on the nature of the lesson.

Lessons using this format should last for a minimum of 30 minutes and can take the format of 'Introduce, Explain, Model, Close' and then leave them to conduct independent assessment. This could be further reading, some writing, some more note taking or some questions to complete.

Live classrooms enable important interaction between teachers and students through, for example, questioning, eliciting and reflective discussion. 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.

## REPLICATING THE CLASSROOM REMOTELY

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

**These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision** (whether or not that remote provision is live or pre-recorded).

Teaching & Learning principles:

- Mastery Informed Practice
- Rosenshine's Principles
- Ethics of Excellence (modelling)
- *Cooperative Learning (Kagan grouping)*
- Metacognition
- Co-construction
- Retrieval Practices / Interleaving
- Dynamic Interactions
- Effective Questioning
- Evidence-based Research

## 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 employ remote learning.

Assessed work will be set using via the Show My Homework function, regardless of how students' work is eventually submitted (e.g. by Google Classroom), 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.

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.

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 the "Comments" function on online documents on Google.
- Providing feedback directly in Show My Homework or GCSEPod.
- Sending a direct email to students with specific feedback / targets.
- Automated feedback via another website / piece of software (e.g. SenecaLearning, GCSEPod, Plickers E-Learning)
- Recording oral feedback and sharing an audio file with the student via a QWQR code or KAMI.

Additional functionality is available in Show My Homework and Google Classroom if teachers want to create assignments for students to complete – this might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers).

## 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.

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 using Show My Homework, then they should mark tasks as "done" so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. 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 to the student's Head of Year.

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 will instruct students to take relevant equipment from their lockers home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the 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. Online textbooks are helpful in this regard and many subjects are now moving over to these.

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 (AND SUBJECT AREAS)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers should liaise with the Deputy Principal. If there are IT related issues while remote working, teachers can contact the IT Support Team.

Students need to know in advance of Zoom lesson requirements – they should not receive the invite on the day of their lesson (preferably, on the day before – particularly as this also helps parents plan and support students at home).

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, Curriculum Leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. 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. Curriculum Leaders will monitor this via Show My Homework.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Curriculum Leaders are responsible for overseeing the form and regularity of feedback

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Line Manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded in HR with back to work discussions conducted remotely if required.

Subject areas are expected to:

- Plan and deliver 'live sessions'.
- Respond to reasonable amounts of communication from students, parents and teachers.
- Plan and set tasks for their students using the functionality in Show My Homework.
- Be able to set and mark assessed work promptly, in line with College and subject area policies, returning it to students electronically.

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). If contact is deemed excessive the Line Manager will be able to support and, if necessary, escalate to SLT.

In order to ensure teachers are able to perform the minimum expectations outlined above; the College will provide a range of training opportunities that teachers are able to access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult the Deputy Principal.

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 hours. 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)
- Zoom
- Google classroom (docs/sheets etc.)
- Show My Homework

## A LACK OF DEVICES

The College has used several communication channels (parent surveys, students surveys, local pastoral knowledge, Twitter and school letters) to ascertain if there are any barriers to learning due to a lack of devices. The College is providing support to families through The Department for Education (DfE) scheme where laptops are made available to help students and families access remote education during coronavirus (COVID-19).

From January 2021, DfE will increase the help available through its get help with technology programme. This includes:

- providing hundreds of thousands more laptops and tablets – reaching a total of more than 1 million by the end of the academic year
- enabling all schools, colleges, trusts and local authorities to order devices before they experience disruption to face-to-face education
- supporting disadvantaged 16 to 19 year olds in further education

DfE will provide more information to the schools, colleges, trusts and local authorities able to order these devices in the Spring term 2021. We'll continue to support schools experiencing disruption as a priority.

Schools will be able to order an allocation of devices for:

- Disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted.
- Disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable.
- Disadvantaged children in any year group attending a hospital school.
- This offer applies to maintained schools, pupil referral units, academy trusts and hospital schools, as well as sixth-form colleges who have enrolled 14 to 16-year-olds.

Disadvantaged children with special educational needs and disabilities (SEND) are included within this offer. However, if specialist support and equipment is required help may be available through the [Family Fund](#).

Parents, carers and pupils cannot apply for digital devices or internet access through this scheme themselves. They should contact their school to discuss requirements for accessing remote education.

All laptops distributed are accompanied by a user agreement and/or contract.

## SUPPORT FOR PUPILS WITH SEND, EAL AND OTHER SPECIFIC LEARNING NEEDS

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SEND Team.

## 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 / carers. However, tutors (under the guidance of the Assistant Principal (Behaviour, Attendance and Welfare) and Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication.

## SAFEGUARDING DURING A SCHOOL CLOSURE

In the event of a school closure, students, parents and teachers are reminded that the College's Safeguarding Policy still applies to all interactions between students and teachers.

### **Keeping pupils and teachers safe during remote education is essential.**

The biggest safeguarding concern is the possibility that some students may be kept at home, when home isn't really the best place for them.

It is likely that our students will be using the Internet more than ever during periods of school closure, so safer Internet messages are particularly important.

Our SEND students may well find it difficult to accept that 'school' work should be done at home. Their levels of anxiety will be higher than usual and may lead to more panic attacks or 'melt-downs'. If staff have any concerns during their home lesson delivery with students/if students raise a disclosure through SMHW, etc., staff **must** raise a safeguarding concern in the normal fashion via our Google CP Concern Form – click [here](#).

If staff see or hear something that makes them concerned for the **immediate safety of a child at any point during remote education**, then staff are able to raise it with the MARU or Police directly, and let the Safeguarding Team know when it is safe to do so.

### Contact numbers:

The MARU provides multi-disciplinary advice and response to concerns about the welfare or safety of a child. Cornwall MARU: 0300 1231 116 or [multiagencyreferralunit@cornwall.gov.uk](mailto:multiagencyreferralunit@cornwall.gov.uk).

For urgent MARU discussions after 17:15 or at the weekend call the Out of Hours Service on 01208 251 300.

Police: 101 or 999 for urgent support.

## ACCEPTABLE USE

An addendum to the Student Acceptable Use Policy which covers expectations during remote learning will be shared with students shortly. In short, students will be expected to confirm:

- I will not share links to online/live lessons on public platforms such as social media or with anyone who is not intended to be invited to the lesson.
- I will not share my screen during a live lesson, unless I am invited to do so by the teacher and I will ensure that there is no inappropriate, personal or confidential information visible.
- I will ensure I am dressed appropriately for online lessons for which webcams are in use.
- I will ensure there are no inappropriate images/posters in the background for online lessons.
- I recognise that I am bound by the same expectations of behaviour as I would be in College including, but not limited to using appropriate language and treating others with respect.
- I agree not to make audio/video recordings or take screenshots of staff or students during live or pre-recorded lessons.

## ABSENCE

There is no obligation for the College to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.