



REMOTE LEARNING POLICY

(Reference: Bishop Hogarth Catholic Education Trust Remote Learning Policy)

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Remote Learning Policy

Context

As a Catholic school within the Bishop Hogarth Catholic Educational Trust, we believe every student is made in the image of God, each one special and unique and we strive to ensure all students gain the best education at all times.

This policy aims to set out the intention of BHCET schools in order to ensure the highest quality education in exceptional circumstances.

All schools in the Trust believe the best education is when there is good communication, collaboration and support between the teachers, students and family.

This policy aims to guide staff, parents and students as to the expectations for remote learning and teaching in the exceptional case that the School site may become inaccessible, or have restricted access. Reasons for this include, but are not limited to:

- Extreme or inclement weather
- A local or national disease
- Loss of utilities such as electricity, heating or water.

This policy covers any circumstance during which it is not possible for the School to deliver the curriculum on site. This policy does not apply to individual students / teachers who are unable to attend School e.g., in the case of illness or an approved absence. In such cases, the usual arrangements for absence will apply.

Excellent Teaching

The Trust believes high quality teaching is founded on evidence-based research.

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:

- **Learning Goals:** that follow a purposeful sequenced curriculum that benefits from the advantages of metacognition
- **Engagement:** ensuring students receive clear explanations, modelling and a variety of learning strategies
- **Activities:** supporting growth in confidence with new material through scaffolded practice and the opportunity for the application of new knowledge or skills
- **Review of learning:** enabling students to receive feedback on how to progress
- **Next steps:** nurturing independent study and meaningful assessment.

Continuous Curriculum

St John's, as a member of BHCET, is committed to ensuring the curriculum is broad balanced and purposeful. The intent of the curriculum is carefully designed to ensure the sequence of learning sets the right challenge and pace to ensure the best opportunities for progression.

In exceptional circumstances, as detailed above, it is the intention that all Trust schools will use an online platform, with the aim to continue the planned curriculum with some adaption, where necessary, to ensure the teaching online is focused on progress. St John's uses Google Classroom to deliver remote teaching.

Trust schools believe that it is through effective teacher / student relationships, nurtured within the classroom, that give students the confidence and motivation to progress. Live online lessons and pre-recorded lessons with live questioning and feedback help to build this relationship.

Teaching online will replicate at least some aspects of this interactivity and intentional dialogue, and therefore teaching will be more effective, support student motivation and lead to improved progression. In addition, resources and/or textbooks/guides (both 'hard copy' or electronic) could be issued for students to use at home to complement and support lessons.

Teaching online will include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

Teachers will use Google Classroom and may make use of third party resources to supplement the teaching materials. Where this is the case the school will only use resources that have been reviewed and deemed suitable. These may include Hegarty Maths, SAM Learning, Educake, Languagenut as well as BBC Bitesize and Oak Academy resources.

Collective Worship

Collective worship and reflection activities and tasks are provided through pastoral lessons with tutors and through resources provided by our School Chaplain. These resources may be used for family reflection or individual prayer.

Physical Education

Practical Physical Education is a difficult subject to teach remotely. Whilst some aspects of health-related fitness and academic PE can still be taught online other aspects may need a different approach. At St John's, students are not expected to turn up to a live lesson when they would normally have practical PE, however, CORE PE tasks will be posted on a weekly basis on [Classcharts under PE Homework](#) for students to access activities/challenges to complete whilst at home. This work is not homework but it is really important that we remain active whilst working from home. Students may find different times of the day are better for them to take part in exercise. The tasks provided can be used whenever is the most convenient time to exercise and PE staff are keen to find out how students are engaging with the activities. Teachers will continue to encourage students to take regular physical exercise safely.

Science, Music and Technology

Subjects with practical components, such as Science, Music and Technology, are difficult to replicate online safely. The use of video and modelled demonstrations may be used to enhance the learning. The curriculum will be adjusted where necessary.

Behaviour

Supporting good behaviour ensures a productive online learning environment for all of our students. Students are expected to join the remote lesson on time (with the exception of those who are unable to do so for good reason) and behave with respect and courtesy throughout the lesson.

All our teachers follow St John's Behaviour Policy with regard to discipline and classroom management. Rules and routines are discussed with students so that they are understood clearly. To be effective they should be:

- Fair and consistent
- Realistic and positive.

Pastoral Support

Teachers will keep in regular contact with the students in their class. The school will monitor engagement in online learning and identify if there are any factors that are barriers to learning.

Schools are social communities and where possible, teachers will try to ensure inclusive and engaging strategies.

The school will promote materials for mental wellbeing and pastoral support, which should be easily accessed by the students.

SEND

When delivering remote lessons, teachers will give due regard to the individual learning needs of each of their students. For students with Special Educational Needs and/or Disabilities (SEND), teachers must consider how best to support students with some specific provision and following recommendations as outlined in any Individual Educational Plan (IEP).

Teachers will work with the SENDCo and the LSAs where appropriate to ensure the online learning is adjusted, if necessary, to suit the needs of the students with an EHCP.

The SENDCO and the LSAs will be in regular contact with parents and carers of children with SEND to ensure that their needs are addressed and that parents/carers remain fully involved in the process of IEPs and or EHCP. Continuous dialogue between home and school will help to support any appropriate applications to the Local Authority for funding or support.

Safeguarding

Safeguarding remains a top priority at all times and a Designated Safeguarding Lead will be available at all times to address any concerns raised through virtual learning and/or onsite learning. We aim to ensure that all tasks and activities that the students undertake during periods of remote learning are safe. Students are expected to follow carefully the instructions of their teacher during lessons. It is important for ensuring online safety and developing a work life balance that:

- Teachers will only communicate through Goggle Classroom, email and Classcharts
- Staff will not give parents, or students, their mobile number or personal email address
- Teachers will be available during their timetabled lesson and will not respond to communications outside normal school hours. Emails may be sent and responded to between 8.00am and 6.00pm.

During remote lessons, Google classroom may be used by teachers as a communication tool to deliver lessons and also for pastoral communication with students and/or parents. When using Google classroom, students are expected to behave as they would in the classroom. This includes:

- Accessing the software in an environment that is quiet, safe and free from distractions
- Ensuring that students are ready to commence the online lesson on time
- Ensuring that additional devices such as mobile phones are switched off for the duration of the remote learning period to avoid distractions and interruptions
- Ensuring that all other applications are turned off so that complete focus can be given to the online lesson
- Displaying intellectual courage during lessons and interacting with teachers and peers in a respectful manner
- Starting every online lesson with the camera turned off and microphone on mute until asked a direct question.
- All comments made in any chat facility will be monitored and should be polite and respectful at all times.

Serious incidents

All serious safety incidents involving technology will be logged centrally with the Designated Safeguarding Lead and the Deputy Headteacher responsible for whole school IT. Where a student breaches any of the School rules regarding acceptable use of technology, the relevant teacher/HOD/HOY will apply any sanction which is appropriate and proportionate to the breach, in accordance with the School's Behaviour Policy. The following policies should be referred to when considering how to promote online safety during periods of remote learning:

- *Acceptable Use of IT Policy & Agreement for Students*
- *Behaviour Policy*
- *Anti-Bullying Policy*
- *Safeguarding and Child Protection Policy.*
- *Attendance Policy*