Coleraine College

Remote Learning Policy

February 2021

1. Rationale

In the event of an extended school closure, the school is committed to providing continuity of education to its learners 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 learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence. Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, large numbers of pupils are required by relevant agencies to self-isolate at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to learners who absent themselves from school without approval from school, for example, if parents choose to take their children 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.

2.1 Remote learning in the event of extended school closure

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

a) Regular direct instruction from teaching teachers through the Google Classroom platform or via school email accounts.
b) Setting work that is relevant to the curriculum, is age and stage appropriate and comprises of a range of activities for learners to complete
c) Recognition of and assessment of work that is submitted to teachers electronically.

The primary means by which the school will deliver remote learning is through Google Classroom. Pupils will be assigned individual subject specific classrooms where work will be

posted by their class teachers. Google Classrooms will also be established by Form Tutors and Heads of Year to provide pastoral support for students. Pupils should also ensure that they regularly access their school email account where information from teachers may also be posted.

2.2 Live lessons / synchronous learning

Some teachers may arrange to deliver content in a 'live' lesson with their classes at a designated time, however, there is no expectation of teachers to do so. Live sessions can be particularly helpful as they happen in real time and can help communication and pupil understanding while providing learners with the opportunity to respond to teachers' questions (and ask them) via the video link. Teachers may use ZOOM or Google Meet or other similar platforms to deliver live lessons.

2:21 Rules and expectations for participation in live lessons.

When interacting with other students and staff online, students should always be kind and respectful to each other and respectful and cooperate with staff. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to, or about staff online, via email or any other platform will be taken very seriously and could result in a referral to the police. This is also the case for any online bullying towards other students. If students are interacting with teachers via online lessons or meetings, they should be aware of the following:

- Teachers are not obligated or compelled to deliver live on line meetings or lessons
- Parents have the choice for their child not to participate in live streamed lessons/meetings
- Pupils should only be contacted / invited by their c2k email addresses
- Pupils should not share links, invitations and passwords to anyone who has not been invited by the teacher
- Teachers should only admit pupils from the virtual waiting room if their identity can be verified
- Pupils are expected to abide by the school code of conduct during the meeting/ lesson.
- Pupils must not use any devices to record, screenshot or share the lesson or meeting

- All participants must dress appropriately for the meeting
- Pupils should not misuse the chat function by sending inappropriate messages
- The teacher reserves the right to mute or remove any pupil from the lesson/meeting or terminate the lesson/ meeting if it is deemed necessary to do so.
- Live streamed meetings with individual pupils are not permitted
- Existing school Pastoral, Behaviour and Acceptable Use of ICT policies are applicable during the streaming.

2.3 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 learners. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case during a period of remote learning. Teachers are encouraged to ensure, when they set assessed work, that meaningful feedback may be provided. Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work
- Providing individual written comments to pupils via Google Classroom or school email accounts
- Sending digital verbal feedback to learners.
- Providing verbal feedback in real time to a class or pupil during a live lesson

3. Roles and Responsibilities during a period of Remote Learning

3.1 Teachers

All teachers must be available to carry out their duties during their normal hours of work, unless unable to do, for example due to illness or bereavement in which case they should report this using the normal absence procedures. It is accepted that some subjects do not lend themselves as well to remote learning as others. Teachers must ensure that they set regular, relevant, challenging and appropriate tasks for their classes and provide meaningful feedback to pupils.

Techers should ensure that they have received appropriate training in remote learning procedures, that their on-line resources are available outside of and that they have access to a suitable device for home use. If this is not the case then staff should alert their line manager.

3:12 Setting and assessing work

- Work should be set for each classes that teachers are timetabled to teach.
- The amount of work set should be equivalent to timetabled learning time and should be relevant, challenging and appropriate and differentiated if necessary.
- The work should be available for pupils to complete in time for their timetabled classes. Teachers may set work at the beginning of the day that a lesson is timetabled.
- Heads of Department have responsibility for coordinating with departmental colleagues to make sure appropriate work is set.
- Teachers can give feedback in variety of methods and should be in-line with the schools marking policy. See Section 2.3

3:13 Communication with Pupils and Parents

- 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).
- Teachers are not required to answer emails outside of working hours. Teachers are encouraged to ensure school email accounts are not merged with personal email accounts.
- Teachers are not required to respond to notifications relating to submission of pupil work outside of working hours.
- Form Tutors should make contact with their tutor group everyday via Google Classroom registration
- Parents should be contacted if a pupil is seen not to be engaging with their work

- Any complaints or concerns shared by students or parents should be handled in the appropriate manner and passed to line managers if further concerns are raised.
- For any safeguarding concerns, teachers should follow procedure in the school safeguarding policy and refer to the Designated or Deputy Designated Teacher for Child Protection or the Principal.
- Any behavioural issues should be dealt with following the schools behaviour policy.

3:14: In school supervision

All teachers will be required to be available to supervise children who are permitted to attend school during a period of remote learning (ie: pupils who are designated as Key Workers' children or vulnerable). Supervision will be on a rota basis and duties will be allocated on an equitable basis, taking into account on the number of on line timetabled lessons that each teacher has to provide. The number of teachers required for supervisory duty will be dependent on the demand for the service.

3.2. Classroom Assistants

- All Classroom Assistants and Behaviour Support Assistants must be available to carry out their duties during their normal hours of work, unless unable to do, for example due to illness or bereavement in which case they should report this using the normal absence procedures.
- When assisting with remote learning, teaching assistants can support pupils at home, having liaised with the SENCO or Assistant SENCO. Support can be given in a variety of formats, which could include telephone calls or emails. See section 3.13: Communication with Parents.
- Classroom Assistants will be required to support vulnerable SEN students who are permitted to attend school during a period of remote learning.

3.3. The Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.

- Co-ordinating the pastoral care systems across the school

- Taking the lead on safeguarding concerns in accordance with the school Safeguarding Policy

- Monitoring the effectiveness of remote learning through effective MER with pupils, parents and staff.

- Quality assurance of the standard of teaching and learning and assessment.

- Ensuring students have access to a suitable device in the event of closure, and if not attempting to supply them with one during the closure period.

3.4 Pupils

Pupils learning remotely are expected to:

- Register each morning via Google Classroom

- Complete their on line learning activities each day to the best of their ability

- Complete work to the deadline set by teachers.

- Seek help if they need it, from teachers

- Alert teachers if they're not able to complete work.

- Adhere to the rules for participation in live lessons

- Follow the School's Respect Code of Conduct at all times

3:5 Parents /carers

Parents or carers of pupils who are engaging in remote learning are expected to

- Support and encourage their child's learning to the best of their ability

- Make the school aware if their child is sick or otherwise can't complete work.

- Make the child aware of any new pastoral or safeguarding needs that their child may have.

- Seek help from the school if they need it.

- Be respectful when making any concerns known to staff.

4. Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact the relevant Head of Department /subject lead

- Matters relating to learning and teaching and assessment – contact the Senior Teacher Curriculum

- Matters relating to SEN – contact the SENCO or Assistant SENCO.

- Issues with behaviour– contact the relevant Head of Year or Senior Teacher Pastoral.

- Issues with IT – contact the IT technician.

- Issues with their own workload or wellbeing – contact their line manager or member of SLT

- Safeguarding or serious pastoral concerns – contact the VP Pastoral (and Designated Teacher for Child Protection) or Head of Year

5. Links with other policies

This policy should be read in conjunction with Coleraine College's:

- Discipline policy

- Learning and Teaching policy

- Safeguarding and Child Protection Policy

- Appropriate Use of IT Policy

6. Policy Review

This policy should be reviewed annually