

Bishop Hogarth Catholic Education Trust

Remote Learning Policy

Context

As a Catholic Educational Trust we believe every pupil and student is made in the image of God, each one special and unique and we strive to ensure all pupils and 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, pupils 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
- **Engage Pupils:** ensuring pupils 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 pupils to receive feedback on how to progress
- **Next steps** that includes and nurtures independent study and meaningful assessment

Continuous Curriculum

The schools within BHCET are 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.

It is the intention that all Trust schools will aim to continue the planned curriculum with some adaptation, where necessary, to ensure the teaching online is focused on progress.

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

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.

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 to be through demonstrations. Teachers will encourage pupils 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 the Whole School 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 pupils 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 the Teacher will try to ensure inclusive and

The school will promote materials for mental wellbeing and PSHE for pupils to easily access.

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 disabilities (SEND), teachers must consider how to support students with specific provision on the SEND Register or as outlined in the student's Individual Educational Plan (IEP).

Teachers will work with the SENCO where necessary to ensure the online learning is adjusted if necessary with an adapted timetable to suit the needs of students with an EHC

EARLY YEARS

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways in this policy. For such pupils, it is likely that the priority will be progress in early reading and possibly some early maths.

In order to support the parents of young children, to ensure continued access to appropriate reading books and resources for early readers, teachers will provide learning resources when it is considered as appropriate.

Safeguarding

Safeguarding remains a top priority at all times. 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

- Teachers will only communicate through the School base platform
- 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 8.30am-5.00pm

During remote lessons, the school learning platform may be used by teachers as a communication tool to deliver lessons and also for pastoral communication with students and/or parents. When using the platform, 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
- Dressing appropriately for the lesson

- 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 serious safety incidents involving technology will be logged centrally with the Designated Safeguarding Lead and the IT Manager. Where a student breaches any of the School rules regarding acceptable use of technology, the relevant Pastoral Learning Manager / Teacher 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:

- *Whole School Acceptable Use of Technology Policy for Students*
- *Behaviour Policy*
- *Anti-Bullying Policy*
- *Online Safety Policy*
- *Safeguarding and Child Protection Policy*

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.

Schools can use these media to continue to deliver most of their normal planned curriculum, and, where available and relevant, textbooks (both 'hard copy' and electronic) could be issued for pupils to use at home to complement and support lessons.

Because these platforms enable the creation of simulated or virtual classrooms, it is easier to carry over what we know about effective teaching from the live to the virtual environment. This can include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice