

**St. Patrick's
High School**



**Remote Learning
Policy
Draft**

Latest Review: January 2021

Next Review: October 2021

Person Responsible: Mrs G Lundy

ADOPTED BY THE BOARD OF GOVERNORS

Date of meeting:

Signed:

Mission Statement

As a Catholic School in partnership with parents and the community, the school seeks to provide children of all abilities with a secure, caring, stimulating and happy environment where high values of work, personal integrity and learning can be achieved and where all pupils are encouraged to develop their talents and character and to contribute positively to home, school, church and society.

Rationale:

At St. Patrick's High School every child is equal, valued and unique. We aim to provide an all-inclusive environment in which all pupils, feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs.

We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals, live fulfilling lives and make a successful transition into adulthood. We are acutely aware that pupils and teachers may not be as productive due to blended learning (*Department of Education Guidance, Circular 2020/05, P.3*). What can be achieved may vary over time, depending on the impact of Covid-19, and the normal curriculum cannot be followed. Through blended learning (remote and face-to-face), we are committed to providing activities, guidance and support that will help pupils and to encourage them to do the best they can in these very unique and challenging circumstances.

Objective:

In the event of a 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 a high proportion of 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, learners are self-isolating 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, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Policy Aims

1. To outline the arrangements for the continuation of learning and teaching during periods of school closure
2. To outline how the school will use ICT to facilitate learning remotely
3. To outline the roles and responsibilities of stakeholders in relation to remote learning

This Policy should be read in conjunction with the following related Policy Documents:

Examinations Policy

Safeguarding and Child Protection Policy

REVIEW AND EVALUATION

This policy will be reviewed annually by the Board of Governors and will be kept under review by senior members of staff who will keep Governors informed of any difficulties that may arise.

Section 2: Context

This Policy has been developed within the context of current legislation, policy and guidelines including.

DE (2009) *Every School a Good School* – a policy for school improvement;

Education and Training Inspectorate (2020) Remote and blended learning: curricular challenges and approaches

Inspection and Self-Evaluative Framework (ISEF) (2017)

The Education (Northern Ireland) Order 1996 The Education (Northern Ireland) Order 1996 established a framework for SEN within four main areas: - Defining children who have SEN - Establishing procedures for identifying and assessing children with SEN - Determining appropriate educational provision - Enabling parents to be involved in decisions regarding their child's education

New School Day/Coronavirus (COVID 19) (August 2020): Guidance for schools and educational settings in Northern Ireland

Supporting Learning: www.eani.org.uk/post-primary-school-education-resources

JCQ Access Arrangements 2020-2021

Department of Education Guidance, Circular 2020/05, P.3

Section 3: Remote Learning

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:

1: Google Classroom: To upload resources, set assignments, communicate with teachers and receive written feedback. This can be accessed at <https://www.c2kschools.net> using the pupil's username and password or via www.classroom.google.com.

All pupils have received induction in the use of the Google Classroom and guides for parents have been published on our School App and website.

2: Microsoft Teams to meet remotely with pupils. This can be accessed via the relevant app or desktop application, or via the following URL: <https://teams.microsoft.com>. It is common for teachers, particularly of pupils in KS4 and 5 to send a link to a Teams lesson via the pupil's school email account

3: Blackboard Collaborate. This can be accessed at <https://www.c2kschools.net> using the pupil's username and password or via www.classroom.google.com. It is common for teachers, particularly of pupils in KS4 and 5 to send a link to a Collaborate lesson via the pupil's school email account.

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. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

As the trusted professionals, teachers will make an appropriate and informed decision as to the type and content of the work being set, based on their Schemes of Learning and planning. Teachers will use a phased approach to introduce new content which will be carefully selected to ensure accessibility for 'threshold core content', through the Google Classroom, Teams and/or Collaborate. Whilst feedback will be given, it is not expected that teachers reproduce in written form the verbal feedback that pupils would be given during typical classroom teaching.

We continue to survey pupils on the availability of internet access and devices for remote learning. Alternative arrangements will be made for pupils with limited/no access.

Due to constraints such as access to resources and home support, *examples of this could include, but are not limited to:*

- Practice questions and exam questions-based revision (particularly for KS4/5 pupils)
- Development based activities / tasks which seek to consolidate existing knowledge, e.g. tests, scenarios, extended writing, and analysis tasks.
- Progressive research-based tasks which seek to *introduce* some new knowledge / topics.

In addition:

- Teachers will only provide feedback on any work completed which is clearly ‘labelled’ as a designated assessment and falls within the Departmental assessment plan. This *could* be provided on return to school. All other work completed should be ‘saved’ by pupils – this *could* be electronically and or hard copy which will be indicated by teacher in their guidance - whichever is most appropriate for the work set.
- Teachers will not be expected to provide individual feedback via email to pupils.
- Pupils are expected to engage and complete all work set to the best of their ability in the time clearly allocated. Staff will, where appropriate, provide help sheets and guidance to ensure the work is accessible for all pupils.
- Pupils can, where appropriate seek further guidance from their teachers via the school email procedures.
- Pupils should complete designated assessments, where set, to the best of their ability. These will be utilised to review progress and support future learning tasks. Clear instructions and guidance will be provided regarding the completion of formative and summative assessments and these will consider the circumstances at home and be clear and realistic. Pupils will be expected to follow the instructions to the best of the ability.
- Pupils should only use their C2K email address for all aspects of remote learning in line with the School’s Acceptable Use of ICT Policy.
- Parents should not use these online platforms to communicate with staff. All concerns should be directed to staff via the School’s email account: info@stpatricks.keady.ni.sch.uk which is monitored regularly during periods of school closure.
- All members of the School Community should adhere to the guidelines highlighted in Appendix 1 in relation to live lessons on online platforms.

THE ROLE OF THE BOARD OF GOVERNORS

- To oversee the provision of remote learning within the school
- To keep under review, the school policy for remote learning
- To have regard to its policy in ensuring that provision is made for all pupils including those with special educational needs and disabilities

THE ROLE OF THE PRINCIPAL

- To ensure that account is taken of all information and guidance provided by the Public Health Agency, Education Authority, CCMS and other key agencies as appropriate.
- To ensure that all pupils, staff and parents are aware of the procedures for remote learning
- To allocate additional funding to support remote learning
- To keep the Board of Governors fully informed on all aspects remote learning

THE ROLE OF THE VICE PRINCIPALS/SLT

- To support the Principal in promoting, monitoring, evaluating and reviewing procedures for remote learning
- To support Middle Leaders in the provision of materials for remote learning and monitoring of their effectiveness
- To oversee the work of Link Departments in relation to remote learning

THE ROLE OF THE HEADS OF DEPARTMENT

- To ensure that all members of the department are familiar with procedures for remote learning
- To ensure that there is reference in departmental policies to remote learning
- To work collaboratively on Topic Models for all classes and ensure these are kept up-to-date on the Google Classroom
- To liaise with the SENCo in ensuring that pupils' special educational needs are met within the department
- To build a supply of departmental online resources
- To ensure the Professional Development of teachers in the Department in remote learning methods
- To promote the sharing of best and next practice both in the Department and in the wider school community
- To monitor non-engagement of pupils, respond by contacting parents and report to the relevant Head of Year as appropriate.

THE ROLE OF THE HEADS OF YEAR

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, Heads of Year should check in regularly to monitor both academic progress and their general wellbeing. They will be expected to pass on feedback to Senior Leadership Team, particularly if there are concerns or a lack of communication.

THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCo)

- To liaise remotely with parents of children with additional educational needs
- To continue to provide staff with additional information about matters relating to SEN
- To liaise remotely with pupils with SEN through the Lunch Club Google Classroom
- To continue to liaise with EA support staff to provide online support to parents and pupils
- To continue to monitor the Access Arrangements of pupils with SEN and provide information to staff as appropriate

THE ROLE OF THE LITERACY AND NUMERACY CO-ORDINATORS

- To play a key role in the promotion of literacy / Numeracy activities and opportunities for pupils through remote learning

THE ROLE OF THE FORM TEACHER

- To track and review the progress of all pupils in their Form Class and provide support when necessary for organisation, time management, attendance, punctuality
- To liaise with Year Heads/SENCo/Literacy and Numeracy Coordinators on progress of pupils

THE ROLE OF THE CLASS TEACHER

- To work remotely, as far as possible, between the hours of 9am and 3.15pm. This includes communicating with each class as timetabled on a normal working day. Due to additional pressures which may present when working from home, staff are not expected to teach in real time as they would in the classroom, nor are they expected to give live lessons. Teachers are, however, encouraged to teach live lessons if they feel comfortable doing so, or may wish to communicate with pupils via pre-recorded lessons, Powerpoints with voiceovers etc.
- To ensure that work is appropriately differentiated, with varied teaching and learning strategies, taking the ability of each student into account.
- To present all work in a logical dated order for ease of access for pupils.
- To present work daily or for the week ahead.
- To clearly label the following aspects of all work including:
Who -Which class the work is set for.
Instructions & guidance -Relevant information based on each task being completed, as well as 'help sheets' and guidance to support learning. e.g. worked examples and

scaffolding should be present. Also providing opportunities and task which support and promote independence and metacognition- such as self-mark sheets, checklists etc.

- **Time allocated-** The expected '**realistic**' study time to complete the work. This will not exceed the timetable allocated lesson time and should take account of the fact that pupils will largely be working independently- therefore tasks will generally take longer than in a classroom setting.
- **Collation** - How the work should be collated and stored by the student– e.g. save electronically for individual reference, make notes on paper, and keep for reference.
- To monitor the progress of all pupils and inform the Head of Department about pupils who fail to engage.
- In order to ensure teachers are able to perform the minimum expectations outlined above the school will provide a range of training opportunities that teachers should 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 their line managers or a member of the Senior Leadership team.
- Under no circumstances is it appropriate for teachers to make telephone calls or hold one-to-one videoconferences with children.

THE ROLE OF THE CLASSROOM ASSISTANTS

- To contribute to the SEN Google Classroom as directed by the SENCo.
- To assist with the supervision of pupils of Key Workers (as required).

THE ROLE OF THE EXAMINATIONS OFFICER

- To continue to carry out all duties in relation to Examinations during the period of remote learning and meet all deadlines
- To liaise with the SENCo to ensure all Access Arrangements are taken into account
- To communicate all updates from the Examinations Boards to the relevant staff during the period of school closure

PARTNERSHIPS WITH PARENTS

Remote learning is most effective for pupils when a close working partnership with parents is maintained. We value the knowledge, experience and views of parents and seek their support in ensuring that pupils continue to avail of all the learning experiences that are provided to them during periods of school closure. We acknowledge that this can be difficult and assure parents of our continued endeavours to provide the best possible remote learning experience for all pupils. All concerns during periods of school closure should be directed to a member of staff through the School's email account: info@stpatricks.keady.ni.sch.uk. A guide to remote learning for parents is available in Appendix 2.

Safeguarding during a school closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Parents of pupils who are not able to engage in remote learning due to illness or other circumstances should contact the School to inform the Attendance Manager in line with the School's Attendance Policy.



Appendix 1: Code of conduct for live lessons

Appendix 1: Live Streaming

- Remote teaching strategies used at this time may include live-streaming of video based lessons to support learning. Live streaming may occur via the Microsoft Teams Meet function, Google Meet or on Blackboard Collaborate.
- Live-streaming will only take place during normal school hours.
- Parents / guardian should inform school if they do not give permission for their child to participate in live-streamed lessons.
- Live-streaming will not involve one-to-one contact with individual pupils. There will always be a minimum of 3 participants (1 teacher and 2 pupils).
- Pupils must sign into live-streamed lessons using their **school C2k email address only**.
- Pupils should ensure microphones and videos are switched off when joining a meeting and turned on only when instructed to by the teacher leading the lesson.
- Pupils must not share private information during live-streaming with teachers or other pupils.
- Pupils must not record live-streams or capture screenshots of the lesson.
- It is recommended that pupils participate in live-streamed lessons in communal areas/an appropriate room of their home.
- Pupils should dress and talk appropriately during live-streaming.
- Pupils should remember that the School Code of Conduct still applies as it would in the classroom.
- Pupils will be excluded from a live-stream and/or future live-streams for actions that conflict with the School's Code of Conduct.
- All teaching materials and set tasks used during live-streams will be made available as electronic documents via Google Classroom.

Appendix 2: Guide for Parents

Guide to Remote and Blended Learning

Remote learning has now become a regular feature in schools due to the ongoing Covid 19 pandemic.

Remote Learning - Remote learning is where the student and teacher are not physically present in a traditional classroom environment for a specified period. Educational resources, information and support for pupils is provided through hard copy learning resources and/or online including through e-learning platforms. Remote Learning can occur synchronously with real-time teacher to pupil or peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the teacher.

Blended Learning - An approach to education whereby schools will combine classroom-based teaching and learning methods within school, with a range of remote learning in order to deliver the Northern Ireland curriculum.

In the event of increased Covid 19 restrictions or where a pupil is required to self-isolate, the school will use a **blended learning approach**. There is no one-size-fits-all strategy and the approach to blended learning will be decided at a subject level to maximise impact of teaching and learning in that discipline. It must be recognised however, that teaching staff may be teaching their full timetable inside school, as well as managing remote learning, therefore expectations must be realistic. Indeed, research notes that teachers and pupils cannot be expected to cover the same amount of material remotely as they would in a normal face-to-face teaching environment. It should also be noted that the virtual classroom is an extension of the physical classroom and normal rules, codes of behaviour and protocols apply between staff and pupils, as well as for parents/guardians.

During periods of remote or blended learning, **pupils should:**

1. Check into the Google Classroom daily to ensure set work is managed efficiently and they do not become overwhelmed.
2. Establish a routine for learning which includes breaks and time away from the screen. Progress through work at times aligned to the period allocation in their timetable.
3. Remote teaching strategies used at this time may include live-streaming of video based lessons to support learning. Live streaming may occur via the Microsoft Teams Meet function, Google Meet or on Blackboard Collaborate.
4. Live-streaming will only take place during normal school hours.
5. Parents / guardian should inform school if they do not give permission for their child to participate in live-streamed lessons.
6. Live-streaming will not involve one-to-one contact with individual pupils. There will always be a minimum of 3 participants (1 teacher and 2 pupils).
7. Pupils must sign into live-streamed lessons using their **school C2k email address only**.
8. Pupils should ensure microphones and videos are switched off when joining a meeting and turned on only when instructed to by the teacher leading the lesson.
9. Pupils must not share private information during live-streaming with teachers or other pupils.
10. Pupils must not record live-streams or capture screenshots of the lesson.

- 11.** It is recommended that pupils participate in live-streamed lessons in communal areas of their home however, it is recognised that a bedroom may be the only appropriate room to ensure concentration levels. Where this is the case, a parent / guardian should be present at the start of the lesson and agree to monitor their child directly, or remotely, throughout the lesson.
- 12.** Pupils should dress and talk appropriately during live-streaming.
- 13.** Pupils should remember that the School Code of Conduct still applies as it would in the classroom.
- 14.** Pupils will be excluded from a live-stream and/or future live-streams for actions that conflict with the School's Code of Conduct.
- 15.** All teaching materials and set tasks used during live-streams will be made available as electronic documents via Google Classroom.