



Southwark Inclusive Learning Service Remote Learning Policy

1. Background

This policy is designed to ensure that education at SILS continues to respond to learners under unusual circumstances and safeguard against loss of learning in the event of school closure due to circumstances which may include epidemics, extreme weather, power-loss, etc.

The policy also covers the ongoing education of learners who cannot be in school, but are able to continue with their education while the school remains fully open.

2. Remote Learning Lead

A named member of the senior leadership team will be responsible for formulating and overseeing the SILS Remote Learning Policy. All questions about the operation of the policy and concerns about the viability of any part of the policy should be addressed to the lead staff in the first instance.

3. Preparing for Remote Learning

We would expect that many of the steps listed below would already be in place at SILS, and adequate steps will be taken to ensure implementation of strategies to facilitate effective access and engagement of learners with remote learning.

SILS lead will be proactive in ensuring that:

- Staff have access to the relevant remote learning platform (Google Classroom or Microsoft Teams*) for all their classes, and that these are set up,
- Staff have migrated resources relevant to learning across to the remote learning platform and have necessary remote access to them,
- Learners within classes have access to the relevant remote learning platform (Google Classroom or Microsoft Teams*),
- Learners will receive tuition / instructions on how to access the remote lessons and assignments (Google Meet or Teams Meeting*) in ICT lessons,
- Staff are familiar with the main functions of Google Classroom (or Microsoft Teams*),
- Staff have the ability to host a Google Meet (or Teams Meeting*) video and/or audio with their classes, either from their classrooms or from home,
- Parents, carers and learners are made aware in advance of the arrangements in place for the continuity of education.

SILS lead and other SLT will ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time
- Supporting staff in accessing a suitable, functioning device in the event of closure so that staff are able to use a device from home during the closure period.

Staff should ensure that they:

- Have received appropriate training.
- That their computer-based teaching resources are available outside of school (e.g. on Google Classroom (Microsoft Teams*) or Google drive or OneDrive).
- That they have access to key resources not available online at home e.g. key textbooks,



- That they have access to the internet at home and, if this is not the case, then staff should alert the Remote Learning Lead to the situation.

4. Continuity of education for individual learners isolating (or unable to attend school)

- SILS will make provision for remote learning via Google Classroom (or Microsoft Teams*). Google Classroom (Microsoft Teams*) can be accessed via the relevant app or desktop application, or via the following URL: <https://classroom.google.com>.
- Subject teachers will upload the lessons on the student's timetable within 24 hours i.e. by the following day e.g. Monday's English lesson resources will be uploaded onto platform by Tuesday.

5. Continuity of education for in the event that groups are directed to isolate or for whole school closure

SILS will make provision for remote contact with learners on a daily basis in two forms:

- Learners will have access to work that allows them to continue progress while at home,
- Learners will have the opportunity for virtual sessions with teacher's /learning support staff on a daily basis.
- SILS will aim to replicate the timetable that learners follow through the course of a normal school day.
- Where possible, teachers will deliver live learning sessions as per their timetabled lessons via Google Classroom (Microsoft Teams*). If for some reason the class teacher is unavailable (e.g. due to illness), appropriate cover work will be set for that period on Google Classroom (Microsoft Teams*).
- Arrangements will be made to supplement online lessons with alternative activities where subjects do not readily lend themselves to remote learning
- Arrangements will also be made to provide paper based exercises / lessons for learners without access to digital devices (those unable to access remote online learning platform)

6. Assessment and Feedback in the event of remote learning being used

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 on pieces of work that is submitted.

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 can 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,
- Using the "Comments" function on online documents or Google Classroom (Microsoft Teams*)
- Sending a direct message to learners with specific feedback / targets
- Providing verbal feedback embedded into learners work on online documents.

7. Remote Learning Practice and Recommendations

- Google Classroom (Microsoft Teams*) will be the single hub for all remote learning interactions.
- Google Meet (Teams Meeting*) allow teachers to host video and audio calls and automatically invite members of their classes to join by clicking the relevant meeting invite in the correct Class Team
- Teachers may record the lesson for access at a future date and time - particularly for those Learners who are sharing devices or who face technical problems



- It is recommended that, where possible, Learners wear headphones/ear buds during calls to improve their listening experience and also engagement with remote learning sessions
- Screen sharing will allow teachers to broadcast their screens and open documents during the meeting calls for discussion and sharing with the class.
- Where remote working/learning is happening nationally, then there may be bandwidth restrictions across the UK internet backbone. In this event, dropping the Google Meet (Teams Meeting*) down to just audio may be necessary.
- During working hours, staff are responsible for keeping in contact with the school and are expected to check communications via email / telephone on a regular basis, responding to messages or requests in a timely manner.
- If a staff member who is working from home is timetabled to deliver an online lesson and is unavailable due to illness or ICT technical issues, it is their responsibility to contact a member of SLT well in advance so that alternative arrangements can be made to cover the lesson.

9. Quality Assurance

During a period of home learning, Heads of Department, Heads of Year, the SENDCO and the Senior Leadership Team will still quality assure the quality of online learning. This will take the form of Virtual Drop-ins.

Virtual Drop-ins:

- Will last between 5-10 minutes.
- Will look for good practice to share amongst staff.
- Will inform staff training needs.
- Will generate feedback to the teacher to praise successful practice and offer strategies to help them improve their online teaching pedagogy.

10. Learners

We expect learners to engage with learning to the best of their ability and to complete the work that they are set to the highest standard possible. We will have the same expectations for learning online in terms of behaviour (e.g. language use, cyber bullying) as we do when learners are taught in school.

When accessing learning remotely, we expect learners:

- To participate and engage fully in the remote learning process
- To attend relevant live sessions
- To complete independent work to the best of their ability and submit assessed tasks promptly
- To read and respond to communication from teachers or tutors on a regular basis.
- All learners will be expected to complete a minimum of 5 hours of home learning per week outside of live lessons.

11. Information for Parents/Carers

Parents/Carers will be provided with a copy of their child's timetable.

Parents/carers will also be able to locate their child's login details for Google Classroom (or Microsoft Teams*) in their remote learning pack.

12. Summary

The primary purpose of this policy is to maintain continuity of education for learners at SILS, using existing school systems (Microsoft Office 365) and the remote learning platform (Google Classroom or Microsoft Teams). In order to access remote learning, learners will need to possess appropriate digital devices and internet access at home. Learners will also need a record of their login details (school email and password).
CC, AAHT – December 2020



13. Monitoring arrangements

This policy will be reviewed annually by the lead SLT and key aspects reported to governors.

14. Footnote*

At the time of this policy drafting, the school is in the process of migration of remote learning platform from Google Classroom to Microsoft Teams. This policy takes into consideration the training for staff and students to be implemented as part of the migration, to be completed by February 2021.

15. Links to other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Lead staff for remote learning	Craig Cunningham	Date: 31 December 2020
Approved by [Headteacher]:	Yomi Adewoye	Date: 31 December 2020
Approved by [Governor]		
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