SILS Remote Learning Policy

1. Background

This policy is to ensure that the ongoing education at SILS continues to respond and meet learners needs, to safeguard against loss of learning in the event of closures that could occur from circumstances such as an epidemic, extreme weather, power-loss, etc.

The policy also covers the ongoing education of learners who may not be able to attend school, but are able to continue with their education from home while the school remains open.

2. Remote Learning Lead

The Associate Headteacher is responsible for overseeing the SILS Remote Learning Policy. Any questions about the operation of the policy or concerns about the viability of any aspects should be addressed to him/ her in the first instance.

3. Preparing for Remote Learning

We expect that many of the steps below would already be in place at SILS, and additional arrangements will be made to ensure full implementation of the policy as required.

The school will be proactive in ensuring that:
- Staff have access to Google Classroom for all lessons
- Staff have migrated resources relevant to learning across to Google Classroom, and have adequate remote access to them,
- Learners within classes have access to the relevant Google Classroom,
- Learners will receive teaching on how to access Google Classroom in ICT lessons,
- Staff are familiar with the main functions of Google Classroom,
- Staff have the ability to host a Google 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.

The school will ensure that staff are supported in the development of the above framework by:
- Using staff meetings or setting aside professional development time,
- Support 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 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 in Event of Individual Learners Needing to Isolate or be Away from School**
The school will make provision for remote learning via Google Classroom. Google Classroom can be accessed via the relevant app or desktop application.

Class teachers will upload the lesson resources for the lessons on the student's timetable the following day e.g. Monday's English lesson resources will be uploaded onto Google Classroom on Tuesday.

5. **Continuity of Education in the Event of a Year Group Being Directed to Isolate or Whole School Closure**
The school 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 teachers/learning support staff on a daily basis.

As far as is possible, the school will attempt 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. 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.

We are mindful of the challenges of operating in an unfamiliar environment in that:
   • Online learning operates on a very different dynamic
   • Some subjects and activities do not lend themselves as readily as others to remote learning

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 they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

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
   • 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 will be the single hub for all Remote Learning interactions.
   • Teams Meetings allow teachers to host video and audio calls and automatically invite members of their classes (Learners join by clicking the relevant meeting invite in the correct Class Team)
   • Teachers will record the Meeting for easy cloud access at a future date and time - particularly for those Learners who are sharing devices or who face technical problems
   • We recommend 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
- We are mindful that, if remote working/learning is happening nationally, then there may be bandwidth restrictions across the UK internet backbone. In this event, dropping the Teams Meetings down to just audio may be necessary.
- Classwork that can be handed in online will be set through Teams and marked online.

9. 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 Learners when learning online in terms of behaviour (e.g. language use, cyber bullying) as we do when they are taught in school.

In the event of learners working remotely, we expect:

- Learners to participate as fully as possible in the remote learning process,
- To attend relevant live sessions,
- To complete independent work, submit assessed tasks promptly and to the best of their ability,
- To read and respond to communication from the school (e.g. a message from a form tutor) on a regular basis.

10. 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 in their child's planner.

11. Summary

The primary purpose of this policy is the continuity of education for learners at SILS.   Using existing school systems means this provision can be put into place quickly and Learners only need their existing login details (school email and password)

12. Monitoring arrangements

This policy will be reviewed annually by the Associate Headteacher, and after every review it will be approved by the Senior Leadership Team.

Approved by [Headteacher]:	Yomi Adewoye	Date:
Approved by [Governor]		
Last reviewed on:	Oct 2022	
Next review due by:	July 2024	