

# RIPLEY ST THOMAS

A CHURCH OF ENGLAND ACADEMY



## Remote Learning Policy

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Issued November 2020  
Review Date November 2022

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*Believe.....*

## **Remote Learning Policy and Procedure (Protocol)**

For the academic year 2020-2021, it is likely that there will be times when individuals, a class, a year group, or a small group of individuals are unable to attend school. This may be a result of pupils requiring to self-isolate, the school being asked to open on a tier 2 rota basis, or in the event of a lockdown preventing the majority of pupils from attending. In readiness for these situations, the school should ensure that there is a strong contingency plan in place that allows the curriculum to continue to be taught through high quality online and offline resources.

In the document 'Guidance for Full Opening: Schools', the Department for Education expect schools to:

- use a curriculum sequence that allows access to high quality online and off-line resources and teaching videos, and that it is linked to the school curriculum expectations.
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely the Department for Education expects schools to take into account pupils' age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

### **Aims**

Ripley St Thomas C of E Academy will aim to provide remote learning that is high quality and reflects our curriculum intent, namely that pupils will continue to study a wide range of subjects.

We will ensure that the work pupils receive is:

- Meaningful and ambitious
- Covers a range of subjects

- Equivalent in length to a normal school day where appropriate
- Well-planned and well-sequenced
- Has clarity in terms of what will be learnt
- Provides clear explanations so work is accessible for all

### **Using Firefly to Provide Remote Learning**

Firefly will be the main platform used by staff to share resources, and set tasks for pupils who are working from home. All pupils and parents have access to Firefly and it is already an established teaching tool at Ripley St Thomas. (Pupils new to the school, i.e. Year 7 and Year 12, received training on Firefly at the start of the academic year.)

Subject Leaders, along with their departments, will continue to develop the virtual curriculum on Firefly which can be accessed via the 'Blended Learning' page. A parent/pupil guide outlining how to access the blended learning will be sent to all parents at the start of the academic year, and again when the school is informed of the start of an isolation period.

The virtual curriculum will, as far as possible, reflect the curriculum that is being delivered in school. This allows pupils to stay up to date with their education during the isolation period. Pupils will be able to access online resources including teaching videos, worksheets, self-marking quizzes, and off-line resources such as reading material, textbooks or workbooks.

The school will make use of free, effective resources available such as SENECA, Oak National Academy, and BBC Bitesize. In addition, the school has invested in its virtual resources to ensure that pupils can access high quality provision – this includes Hegarty Maths, Kerboodle, GCSEPod, etc.

Provision will be made for any pupils who do not have access to an electronic device, or for whom internet access is a barrier. This may be in the form of providing electronic equipment, or providing books/printed resources to continue their learning.

### **Using Microsoft Teams to Provide Face-to-Face Support**

In some situations, it may be necessary to supplement the blended learning that is available on Firefly with face-to-face support using Microsoft Teams. The following situations outline when this support may be necessary:

- A large number of pupils from a class are asked to self-isolate following a positive case in school.
- School has been asked to close to a whole year group(s).
- A teacher has been asked to self-isolate and is unable to attend school.

The school will confirm arrangements in the above situations should the need arise.

The school will make adjustments, on an individual basis, if teachers are not able to provide the virtual lessons.

Staff have received training on Microsoft Teams. Basic setup guides can be accessed for pupils, will be sent to parents, and uploaded onto the COVID section of the school website. Teaching staff can access additional guidance and training material relating to the delivery of virtual lessons via Firefly.

## **Good practice for teachers conducting virtual lessons in school or from home**

When providing virtual lessons, teachers will:

1. Follow the school's Safeguarding Policy and the remote learning guidelines.
2. Report any safeguarding concerns that arise via CPOMs to the school safeguarding team.
3. Use Microsoft Teams available through the school's Office 365 VPN.
4. Ensure appropriate security settings are in place e.g. '**Only me**' should bypass the lobby.
5. Communicate with pupils using their school email.
6. Dress appropriately.
7. Make behaviour and expectations clear.
8. Ensure they are not interrupted when conducting virtual lessons from home.
9. Plan virtual lessons to be of a similar structure as a face-to-face lesson in school, as far as possible.
10. Ensure video or interactive sessions have pause points to allow students to complete activities.
11. Record the lessons so that they are available for pupils who are unable to access the lesson live.
12. Download the attendance register at the end of each session (before logging off).

## **Etiquette for students attending virtual lessons from home**

When attending virtual lessons, we expect students to:

1. Respond to the email invitation to a live lesson when sent by the teacher.
2. Find an appropriate space to attend the live lesson – somewhere quiet and without interruptions. [No bedrooms]
3. Let others in your household know you are going online to learn.
4. Consider the background of the space if it will be visible on screen. Students may wish to 'blur background'.
5. Dress appropriately.
6. Ensure that behaviour and conduct is in line with school's expectations when attending classes in school.
7. Keep the microphone muted until the teacher instructs otherwise.
8. Use appropriate language when speaking to teachers and peers, including on the chat function.
9. Use the chat or raise hand function if you wish to ask the teacher a question.
10. Participate fully in any activities the teacher asks you to complete.

Remote teaching and learning, in particular the use of 'live' lessons, is an extension of the school environment. With this in mind, we will maintain the high expectations of pupils regarding their behaviour and attitude to learning, as we do when they are attending school.

The below information outlines what this looks like in the virtual environment:

- - Pupils should remember that the normal school rules apply when they are learning online. If these are not followed, school sanctions will apply, and parents/carers informed. Pupils may be removed from 'live lessons' if they do not adhere to the rules.
- - Pupils should not make any recording, or photograph, the sessions.

- - Pupils should understand that, when using applications provided by the school, actions can be monitored, logged, and made available to class teachers/Progress Leaders/Senior Leaders.
- - Pupils should appreciate that 'live lessons' are an extension of the classroom and they should conduct themselves accordingly.

Teachers will be asked to continue to use the school reward systems, 'Ripples' for main school and 'ASPIRE' for sixth form. Sanctions, and potential consequences, will be issued to pupils who do not meet the expectations in terms of behaviour and conduct, or who fail to submit work by the deadlines set by teachers.

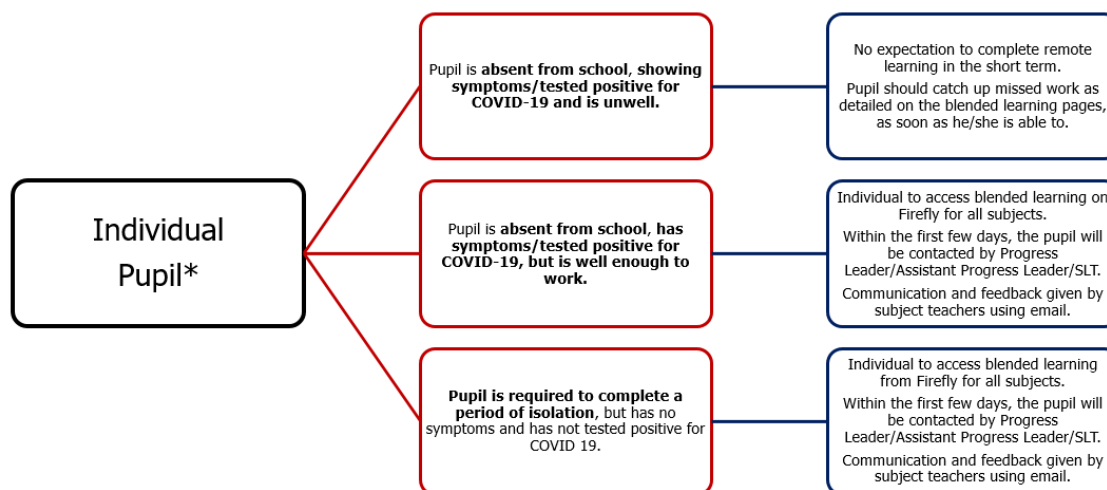
Teachers, Progress Leaders and SLT will monitor the engagement of remote learning by monitoring log-in data to Firefly, attendance at live lessons and submission of key pieces of work.

### Access to Electronic Devices/Internet

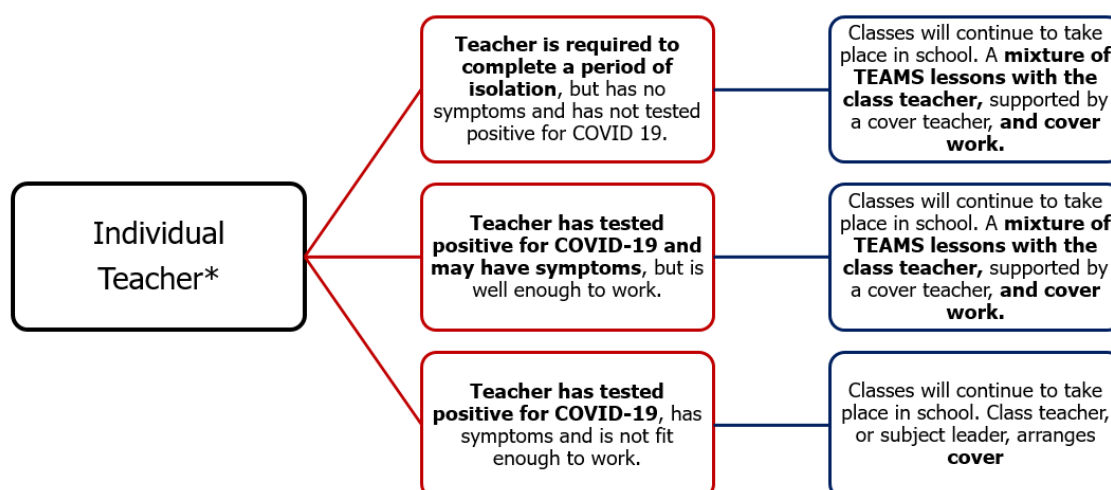
A survey has been carried out to identify pupils who may not be able to access electronic devices, or do not have access to the internet. This information will be used to support pupils who are unable to attend school, and have barriers accessing the work remotely.

### Potential Stages of Remote Learning & Expectations

#### 1. An individual pupil is absent from school



#### 2. An individual teacher is absent from school



\*Specific decisions will be made on an individual basis taking into account the teacher's circumstances, and the priorities/demands of the teacher's timetable and pupil needs.

### 3. Partial (i.e. Full Year Groups) /Full Lockdown

In the event of a full or partial closure, pupils and teachers should continue to function on the current timetable. All pupils who are requested to remain at home will be expected to complete the work delivered through Microsoft Teams, or that is available on Firefly. All virtual lessons will be recorded for pupils who are unable to attend the lessons live.

The table outlines the expectations in terms of regularity of virtual lessons, and the amount of work available on Firefly.

		English	Maths	Science	History/Geog/ French	RE/Spanish	Other
Year 7	Live Lessons	3 per fortnight	3 per fortnight	2 per fortnight	1 per week	1 per fortnight	1 per fortnight (Recorded lesson or live lesson)
	+ Activities	Equivalent to the normal core timetable.					
Year 8	Live Lessons	3 per fortnight	3 per fortnight	2 per fortnight	1 per week	1 per fortnight	1 per fortnight (Recorded lesson or live lesson)
	+ Activities	Equivalent to the normal core timetable.					
		English	Maths	Science	R.E.	Options	

Year 9	Live Lessons	4 per fortnight (2 x English Lang 2 x English Lit)	4 per fortnight	1 per fortnight per subject	1 per fortnight	2 per fortnight
	+ Activities	Equivalent to the normal core timetable.				
Year 10	Live Lessons	4 per fortnight (2 x English Lang 2 x English Lit)	4 per fortnight	1 per fortnight per subject	1 per fortnight	2 per fortnight
	+ Activities	Equivalent to the normal core timetable.				
Year 11	Live Lessons	4 per fortnight (2 x English Lang 2 x English Lit)	4 per fortnight	1 per fortnight per subject	1 per fortnight	2 per fortnight
	+ Activities	Equivalent to the normal core timetable.				
		All Subjects				
Year 12	Live Lessons	4 per fortnight per subject				
Year 13	+ Activities	Equivalent to the normal core timetable.				

## Summary

The nature of the situation surrounding COVID-19 is ever-changing, and often decisions affecting schools are taken quickly. The plans set out in this policy will be under constant review, and may need adapting to balance the needs of all stakeholders at school. Ripley St Thomas will do its utmost to ensure that high quality provision is delivered to all pupils whether that be in school, or from home.