



Remote Learning Policy

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Remote Learning Policy

At Peacehaven Community School we are adopting a remote learning approach throughout our curriculum to support home learning. The rationale behind this approach is to support all students at Peacehaven Community School to continue to achieve and make progress outside of the classroom. This will motivate and engage all students, enabling them to experience success. Our whole school approach to remote learning will replicate the effectiveness of live classroom teaching. This will consist of:

- Ensuring students receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling students receive feedback on how to progress.

As a school we will work together with all our stakeholders to ensure the best outcomes for everybody. Staff, students and parents/carers will play a vital role in the success of our remote learning approach. For this to happen we will implement the following:

- School work will be set daily according to the student's timetable.
- Communication with students and parents will be through MCAS/Gmail, SMHW and Google Classroom (GC).
- Students and staff will use **swale.at** email addresses.
- Work will be appropriate to the age and stage of the learner.
- Work will be completed by all students.
- Work will be monitored, assessed and feedback given.

**For those students with no online access, work-packs will be provided.*

Monitoring of student well-being and engagement

The Form tutor will:

- Contact their tutor group with a check-in email through Google Classroom weekly
- Invite students to share any concerns regarding distance learning and follow up.

Some students will have a Key Worker who will:

- Contact the student with either an email or phone call weekly
- Follow up any issues/concerns with appropriate staff.

Teaching staff will:

- Use Show My Homework to direct students towards tasks

- Prepare high quality, differentiated lessons in Google Classroom
- Ensure SEND student needs are met
- Deliver lessons in line with timetable schedule
- Be available to answer any questions students may have at the time they are being expected to attempt tasks
- Deliver at least one Loom lesson a week to all year groups
- Deliver at least one online live lesson per week to year 11 students
- Make it clear as to how they wish students to submit work
- Monitor progress and feed back to students
- Monitor attendance through GC, by asking students to engage using Classroom Stream
- Reward students
- Inform parents and carers if work is not being completed.

Heads of Department will:

- Check and monitor appropriate work is being set across the department in all Google Classrooms
- Check and monitor that regular feedback is being given to students
- Check that students are being positively acknowledged for quantity and quality of work
- Ensure sure all paper copies of work for photocopying to create work packs are available in the all staff share folder.

Senior Leadership team will:

- Provide regular and concise updates relating to remote learning to all members of staff, parents/carers and students
- Brief those who they line manage fortnightly
- Raise any concerns regarding the setting of work with Heads of Department
- Monitor and quality assure consistency across the curriculum.

Students will:

- Check their emails every morning by 8.50am.
- Check their timetable every morning
- Follow the structure of their normal timetable on a daily basis
- Engage with their classroom teacher through class stream to confirm attendance
- Email their class teacher if they are struggling with any of the work that is set.

Parents will:

- Check the work set by 8.50am.
- Help their child plan the structure of the day
- Check that the work has been understood and ask their child to contact the teachers via their **swale.at** emails
- Raise any concerns with their child's tutor and teacher.

Online safety

Please reference our Online safety policy.

In school

We will continue to have appropriate filtering and monitoring systems in place in school and will refer to the Trust IT Support Team for additional support.

Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct Active Protocols and acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our school and Swale reporting procedures as set out in the Swale addendum. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support.

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online and ensure there is guidance on our weekly communications
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online.

PCS will be in regular contact with parents and carers. Where necessary, our communications will be used to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access, and to be clear who from the school their child is going to be interacting with online.

- Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors.
- In our communications with parents and carers, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.
- Support for parents and carers to keep their children safe online includes:
 - Internet matters - support for parents and carers to keep their children safe online
 - London Grid for Learning - support for parents and carers to keep their children safe

online

- Net-aware - support for parents and carers from the NSPCC.
- Parent info - support for parents and carers to keep their children safe online.
- Thinkuknow - for advice from the National Crime Agency to stay safe online.
- UK Safer Internet Centre - advice for parents and carers.

● The above website links may also be shared with parents/carers via the school's regular newsletters or the agreed electronic communication systems.

PCS - Effective Remote Learning

In line with Government guidance on the reopening of schools, remote learning is integrated into our school curriculum planning.

What can make remote learning more effective?

The following strategies have been recommended to make remote learning as effective as possible:

- 1. Clear explanations**
- 2. Scaffolding**
- 3. Feedback**
- 4. Assessment**
- 5. Interaction between teachers and pupils.**

1. Clear explanations

Clear explanations are crucial to enable pupils to understand new content and the instruction for tasks. They can be given 'live' or on pre-recorded videos via loom.

Tips for making sure explanations are clear include:

1. Plan explanations in advance.
2. Make sure expectations are clear and concise—stick to the main message/core material. Introduce new material in small chunks.
3. When using loom allow students opportunities to pause and ask questions to check for attention and understanding via Google Classroom.
4. Make sure any supporting resources (such as presentations or handouts) are concise and remove any unnecessary material.
4. The use of pre-recorded videos (such as on Loom) or high quality externally

produced videos (such GCSEpod) helps to aid clear explanations of new content. Ensure you link all resources to your Google Classroom and SMHW.

2. Scaffolding

This is crucial to give additional guidance and ensure that all pupils can access tasks. This may include:

1. Worked examples - This involves modelling the full process that students are to undertake to solve a problem or complete a task. This should be done step-by-step. Students can then be asked to complete examples on their own via Google Classroom.
2. Modelling – this includes how to complete tasks and how to produce written work. You can complete an example or part of the task first, explain your thinking as you do so. You should also provide examples of excellence on Google Classroom.
3. Giving structure for the completion of written tasks or exam questions by stating what pupils should include in their written work
4. Key phrases/key words list
5. Sentence starters/writing frames
6. Checklists which pupils use to check what should be included in their work.

3. Feedback

Feedback should still be given on work that pupils complete remotely, wherever possible.

This may include:

1. Whole-class verbal feedback on work completed previously; this can be created via looms. This relates to pupils' work, common misconceptions, common SPAG errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This can be as rough notes, or the teacher can use a whole-class verbal feedback sheet. This information is then shared with the class. This could be through typed notes or by the teacher verbally sharing written notes in a live lesson or Loom video. The teacher should also share examples of good work to show pupils how to improve their own work. Pupils should then improve their work and submit via GC.
2. 'Live' writing—this is when the teacher completes a written task 'live' for the class, outlining their thinking as they do so. This can be achieved via a Loom video.
3. Deconstruction of model work—this is when example(s) of work (either from the teacher or pupils in the class) are discussed and evaluated by pupils. This can be done before pupils complete the task themselves or after they have submitted work. They can then use this to improve their own work.

4. Assessment

It is still crucial to assess learning and the progress made by pupils. This should drive future instruction, for example through the re-teaching of any topics that pupils have struggled with or when assessment demonstrates considerable gaps in learning. This may include:

1. Knowledge checks
2. Retrieval practice - to assess pupils' long-term learning of previously covered material
3. Written work
4. Use of online quizzes such as Google forms, SENECA or GCSE pod for KS4 classes past papers.

5. Interaction between teachers and pupils

This is crucial for pupils' continued motivation and engagement. Interaction can be achieved through electronic communication (email or Google comments) and regular feedback.

References/further reading: EEF—Best Evidence in Supporting Students Remotely ([https:// educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remotelearning/](https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remotelearning/))

Www.sec-ed.co.uk Images: Thenounproject.com

www.microsofteducationblog.com TES.com

<https://blog.teamsatchel.com/hubfs/distance-learning/distance-learning-strategy-toolkit.pdf>