St Margaret Ward Catholic Academy

ST MARGARET WARD CATHOLIC ACADEMY

Home/Remote Learning Policy

September 2020-21
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Let us remember we are in the presence of God "

Policy Adopted	Next Review	Author
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Home and Remote Learning Policy

Rationale

Learning at home and independent learning is an essential part of raising pupil achievement at all key stages. Remote learning is also essential in the current circumstances in order that learning can continue at home where it is not possible in school.

The Purpose of Home Learning

The main purposes of home learning at St Margaret Ward are as follows:
- To enable pupils to develop independent learning skills that will be invaluable throughout their time at school and in adult life.
- To provide opportunities for pupils to learn and revise key knowledge for their subjects.
- To equip pupils with revision skills essential in meeting the demands of the new GCSE examinations.
- To enable pupils to practice and extend skills in revision, memory recall and practice.
- To assess pupils' understanding of what they have learned and identify any gaps in learning.
- To allow pupils to explore alternative means of presentation and research.
- To prepare for future lessons and assessments.
- To assist progression through the planned curriculum.

The Purpose of Remote Learning

- To enable all students to continue with their learning with as little disruption as possible.
- To provide access to lessons, resources and teacher feedback so that a student does not fall behind.
- To enable staff to continue to deliver high quality content and curriculum.
- To provide a platform that is accessible to all.
- To enable all students to make progress.
- To provide continuity and consistency.
- To maintain student engagement.
- To reinforce expectations and behaviours for learning.

Expectations

[What's working well in remote education - GOV.UK (www.gov.uk)](www.gov.uk)

Setting home learning (homework):
- The focus of home learning will become the learning of small blocks of information that will be tested. in a weekly/fortnightly quiz as appropriate to the subject.
- Home learning can also be used as drill and practice or a DIRT opportunity.
- It is not an expectation that home learning will be marked but work completed at home should be acknowledged and possibly rewarded. Pupils will have feedback on quiz/test scores following home learning.
- The focus of home learning should be to support pupils in achieving their best in the assessments.
- Additional activities and tasks may be set by classroom teachers at any point during the year but teachers should be mindful of when this is set and how much is being asked of pupils.

- Home learning can be completed on Microsoft Teams or on other agreed online platforms such as Seneca Learning.
- Home learning should be reasonable and achievable.

Monitoring home learning:
- Pupils who are not completing home learning on a regular basis (more than four pieces of home learning in a half term period) should be identified and reported to the HOD (who will meet the child to discuss their attitude within the subject) and HOY (who will see if a picture is emerging across subjects) who may decide to follow a suitable course of action (e.g. report, parental meeting).

Communication with parents
- A home learning guide is available on the school website.
- Attitudes to home learning will be discussed at parents' evening and consultation events.
- Parents can contact the school via email or telephone to discuss home learning.

Monitoring home learning: Staff
- HOD's will check whether appropriate home learning is being set by their subject staff through pupil planner, planning review and work trawl. Where concerns arise they should intervene and possibly pass to the CPD coordinator for further training.
- Home learning check is part of the whole school work trawl policy.
- Assistant Principal for home learning will review adherence to the home learning policy through work trawl, planner checks, SIMS reports, parent and pupil surveys, staff feedback and the feedback provided by HOD's and HOY's in the half termly Line Manager meeting.

Remote Learning Protocols:

In the event of a child being asked to isolate:
- Where possible staff will open a 'live' lesson on Teams by scheduling a lesson in the normal timetabled slot. This will allow students at home to join with students in the classroom in order to receive their lesson as normal. Students can expect the start of the lesson to be delayed by up to 10 minutes to allow the member of staff to set up the computer and open the Team. After the initial exposition the teacher may choose to direct students to continue with their work independently and close the 'live' session or they may choose to leave the session open to allow for interaction with isolating students.
- Where a 'live' lesson is taught there is no need for the member of staff to set additional work on Teams.
- Students should follow their usual class time table and are expected to attend the 'live' lessons by 'Joining the Meeting' or by 'Accepting the invitation to the meeting'.
- Where a 'live lesson' is not possible all HOD's/classroom teachers will provide work on Microsoft Teams (with a hard copy where needed) of the work a student should complete if they are told to remain at home. This work should link to and support the work being completed in class so that a student can access their usual curriculum.
- The student can complete the work online, in their exercise book or on paper and submit it to their class teacher upon return to school. There should be no expectation for immediate feedback on work but work should be marked in accordance with the school's Assessment and Feedback policy.
- Students can communicate with their class teacher through Teams (mainly the chat function) or via school email.
- All staff must provide an opportunity for contact with the student during the day that the student has the lesson. This can be by running a 'live lesson', communicating through the 'chat function' on Teams

or by email. In exceptional circumstances a member of staff may choose to contact the student by telephone.
- If a student fails to engage the name of the student should be emailed to the HOY who may follow this up if they feel it is necessary.
- All students and staff must follow the guidance set out in this policy and on the school website (see appendix 1)

In the event of a teacher being asked to isolate (who has no symptoms and is not ill):
- Cover work must be sent into school no later than 8am of the day that it is due to be delivered and should be copied to the line manager and C Callaghan (office).

In the event of 'bubble closure':
- The bubble must follow their school timetable.
- Lessons will be delivered through Microsoft Teams. These can be a 'live' lesson (although students should allow a 10-minute window for the member of staff to set up); a pre-recorded lesson; or a PowerPoint (with commentary).
- Where a 'live' lesson is being given students and staff must follow the rules and guidelines provided (See appendix 1).
- Staff can use a laptop or a camera provided by the school. Cameras are available for booking from L Birkin in SLT admin.
- Student work should be submitted through Teams.
- Students can contact teachers through Teams or via school email.

In the event of a whole school lockdown:
- All students must follow their school timetable.
- Lessons will be delivered through Microsoft Teams. These can be a 'live' lesson; a pre-recorded lesson; or a PowerPoint (with commentary).
- Where a 'live' lesson is being given students and staff must follow the rules and guidelines provided (See appendix 1).
- Staff can use a laptop or a camera provided by the school if they wish to deliver a 'live' lesson.
- Work should be submitted through Teams.
- Students can contact teachers through Teams or via school email.
- Teachers must keep a clear record of engagement and report absences to the HOY.

All guides to Teams can be found:
On the T:Drive in the 'Remote Learning' folder.
On the school website https://stmargaretward.co.uk/curriculum/microsoft-teams-and-home-learning/

Evaluation

- The effectiveness of the home learning policy should be reviewed annually. This is to ensure that teachers and parents are completely clear about what is expected of pupils in terms of home learning and how it should be organized and managed.
- Parents/carers feel that their child receives sufficient home learning that is appropriate to their needs as seen on the parental survey.
- Completion rates of quality home learning of 90%.

- Pupil voice shows that the majority (over 75%) of pupils feel that home learning is regularly set, is appropriate to their needs, is marked and helps them to make progress.

Appendix 1:

The St Margaret Ward Way
Online remote learning using software such as MS Teams

Best practice and guidance in remote learning –
1. Non-negotiables to keep you safe.
2. Suggestions for highest levels of engagement.
3. Exemplars of best practice – St Margaret Ward Way reimagined as remote learning.

1   Safeguarding yourself when teaching remotely (non-negotiables)
If you do an online Microsoft Teams lesson, we would ask all staff to adhere to the following. By doing so, we will safeguard ourselves.

1.1   Before an online lesson is taught or task is shared:

PEC
P: Proof-read and double check the document you have uploaded is the correct one. It sounds silly but drag and drop can easily mean you have uploaded a document that you did not mean to and can cause unnecessary delays and complications.

E: Ensure your environment for an online lesson is appropriate. Guidance from both the TES and safeguardinginschools.co.uk suggests using a blank background and where possible, not using a bedroom and turning your webcam on to be sure that nothing inappropriate or distracting can be seen. A suitable background would be a blank wall for instance. You should also let the people in your household know you are going online – _this helps to minimize a partner or flatmate walking in to shot. There is of course also the option of just turning your camera off if you are more comfortable with this.

C: Check your clothing before an online lesson. You don't need to wear professional dress, but it must be appropriate. Check for things such as inappropriate slogans and that it appropriately covers at the angle of the webcam. Sit where you would sit with the webcam on and look to check you are happy with how you appear on the screen and with the clothing you are wearing.

2   During the online lesson / for the task itself - ROLL

2.1   R: Record as soon as you begin the lesson and be the first one to exit the lesson. Never leave yourself unrecorded or in a one to one conversation online with a student.

2.2   O: Off! Insist on all microphones off before you begin and stop if this rule is broken. Students can comment using the 'chat' function. Should a student behave inappropriately, immediately end the lesson and contact a line manager. Also put down in writing, immediately after, what happened in as much detail as you can remember.

2.3   **L**: Length! Check your lesson or task is not too long. Frequently, students are hindering parents / siblings' use of the internet by tuning in or doing the work. 30-45 minutes is enough for an online lesson or a task.

2.4   **L**: Language! Keep language professional during your task or online lesson and minimize the chances of another member of the household to be overheard using inappropriate language. If you have a set of headphones which include a microphone, such as those that come with iPhones, using these helps minimize outside noise. Don't share personal information within the lesson with your students.

3   After the lesson – S

3.1   **S**: Save Check that the recording is being posted on Teams. This serves two important uses: Firstly, for students who cannot access your live lesson – possibly due to family commitments or being ill themselves, they can ensure they do not miss out. Secondly, if an accusation was to be made against you in the future, this recording is evidence that you have behaved appropriately.

4   Suggestions for high levels of participation

4.1   Microsoft Teams is a program that a number of colleagues have found useful to compliment setting tasks/assignments to students as remote learning. There is no expectation to use Microsoft Teams, however some best practice for both Microsoft Teams and Task-Setting is below:

4.2   Using Teams for live teaching: Possibly look at arranging your Teams lesson to coincide with your normal scheduled lesson. You do not have to use a full hour! Tasks and Teams lessons can be shorter. We have found Teams lessons increase engagement, student ownership and student mental health.

4.3   Some best practice is:

- Use the chat function – it is useful to interact with students.
- Upload a PowerPoint or Word file to talk through as you teach.
- A register can be useful to tick off who has attended the lesson. We need to remember students may have valid reasons for not attending a Teams lesson.
- Have a go without the class first.
- Give the students notice that a Teams lesson is going to occur
- Don't be disheartened if attendance is not high initially. Many colleagues have noticed attendance increases with time as the word spreads among the student body.

4.4   Notice: Let students know in advance what date and time the online lesson is taking place and set a task for those who do not complete the online lesson. Post a message inviting students to the Teams meeting.

4.5   When setting tasks give students more than a day to complete these. A bit of wriggle room – i.e. setting work due for a few days' time or the end of the week leads to higher completion rates.

4.6   Student resilience is weaker during these times and so it is easy for students to 'give up' if they cannot keep up with the work. The task can just be to watch the online lesson and complete the questions contained within.

4.7   **Utilize stimuli**: Evidence suggests that the best way to engage students is to provide a resource that supplements tasks which students can complete at their own pace. A great example is a video or a website such as BBC Bitesize. Alternatively giving a research task with specific websites/videos to use can be really effective with some students.

4.8   **Clarity**: When writing tasks, TES suggests that we are very clear on what output we want/will accept from students. For instance, summarize extract X by producing either 50-100 words, a 3 slide PowerPoint, or a script for a TV news interview of 4 questions and answers.
       If you can, provide clarity on the task so students know if they were right. For some subjects (Maths, Science etc.) you can give the mark scheme in the task itself. For others, attach a WAGOLL submitted by a student to the subsequent task. St Margaret Ward students are genuinely keen to learn and will stay engaged if they know they are on the right tracks.

4.9   **Positivity**: Within the task, positive language can be hugely effective – 'Great to see some brilliant answers attached to the task from last week, you really understood why the arrow in Harold's eye was a big factor in the Battle of Hastings'.

4.10   Within an online lesson, positive praise with specific students – if the class is small enough, all the students – _goes a long way. E.g. 'How are you doing there Dylan, do you want to ask any questions?' 'Great answer Simran, that's spot on.'

4.11   Length: Feel free to keep tasks brief. 30 minutes is more than ample – you do not have to fill the hour if you don't want to.

Sources:
- https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning

- https://www.tes.com/magazine/article/coronavirus-how-maximise-distance-learning

- https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

- https://www.safeguardinginschools.co.uk/