**Remote Learning**

**Loving God - Caring for Each Other – Achieving Excellence**

**This remote learning policy aims to**:

* Ensure consistency in the approach to remote learning for pupils who aren’t in school
* Set out expectations for all members of the school community with regards to remote learning
* Provide appropriate guidelines for data protection
1. *In the event of a whole school lockdown or year group lockdown.*

All staff should provide a minimum of 50% of each of their lessons for all year groups as live, interactive Teams lessons. For the remainder of the lesson pupils are expected to work independently using relevant resources on Doddle/Teams Please see below for further detail:

* **A minimum of 50% of each timetabled lesson as live. Pupils are expected to work independently for the reminder of the lesson using resources provided by the teacher.**
* All staff are to deliver live lessons for each of their timetabled lessons. This will be done using TEAMS in Microsoft 365.
* Each lesson is scheduled in advance with the relevant pupils.
* Each live lesson should be recorded. This will allow pupils, who are absent, to be able to catchup on missed work.
* On line lessons can be delivered in a number of different ways For example, for a live lesson you may have a 1 hr live lesson period 2 and then this will be followed up with remote work for the rest of that lesson or teachers may choose to set activities throughout the lesson and then revisit the students after each activity for feedback.
* Each lesson will be started as a live lesson by the teacher. A register taken at the start of each lesson. How the live element of the lesson will best be delivered is to be decided by the teacher.
* The same curriculum will be delivered remotely as is delivered in school.
* We expect that remote education (including live remote teaching and independent work) will take pupils approximately 5 hours each day – this goes beyond the minimum recommended in DfE guidance
* All staff should record, on the central remote learning spreadsheet, the pupils who are not attending live lessons or fail to engage in the work set.
* **Providing feedback on work:**
* All teaching staff should provide feedback on key pieces of work identified at departmental level.
* All teaching staff should consistently provide feedback on key pieces of work using appropriate MS Team, functions e.g. Assignments/ Microsoft forms etc... and follow the whole school marking and feedback policy in the approach to do this.
* **Keeping in touch with pupils who aren’t in school and their parents:**
* Pupils who are not engaging in the remote work and /or the live lessons should be recorded in the first instance on the central remote learning spreadsheet. AHOY/HOY will follow this up with parents and carers as appropriate.
* All students who are not engaging will be monitored and if appropriate their parents/carers contacted on a weekly basis.
* Any concerns regarding safeguarding should be referred to the safeguarding lead in school – DDU.

**e-safety**

* **When attending virtual meetings with staff, parents and pupils and during TEAMS live lessons**:
* ***All live lessons should be recorded.***
* ***All students on Teams live lessons will need to be informed that they are being recorded before the recording starts for the lesson.***
* ***During the course of the live lesson teachers should make a note of any inappropriate comments, concerns raised during the lesson and report any concerns to safeguarding lead.***
1. ***In the event that a year group has to self -isolate***
* In the event that an entire **year group has to self- isolate** staff should continue to attend school to teach other year groups. During the time that they would normally teach the absent year group they should provide remote learning lessons as described in section A above.
1. *In the event of an individual pupil or a group of pupils being required to self-isolate because they have been in close contact with a positive COVID case.*

In the event that a pupil or a group of pupils are unable to attend school after being in close contact with a fellow student who has tested positive but the rest of the year group are in school then the subject teacher is required to set online work for the absent pupils. Please see below for further details:

* Students will be set work on Doddle or invited to the lesson via teams.
* Work does not need to be spilt into core and optional tasks
* The work set needs to be similar to the work that is being completed by the rest of the class during the lesson delivered in school. Pupils working at home should be provided with lesson PowerPoints, handouts and with clear instructions of what to complete by the next lesson.
* ***For Sixth Form students only – Year 12 & 13 all staff should invite the students who are self-isolating at home to join the lesson via teams and share the screen with the students. The PowerPoint presentation and lesson resources they are using in class should be adapted to take this into account.***
* These lessons should be recorded so that students who may be ill/unable to attend the teams call can access the lesson at another time.
* For Sixth Form only, there is no requirement to put work on doddle for students who are self-isolating if they are being invited to the live lesson via teams.
1. *In the event of an individual pupil being absent from school because they are exhibiting Covid symptoms or awaiting the results of a Covid PCR test*

On the occasion that a pupil is unable to attend school due to having symptoms of Covid 19 and and/or awaiting the outcome of a test the following will happen:

* Pupils will be provided with a generic learning document that provides links to key subject based websites. This will allow pupils to access work independently from home when they feel well enough to do so.
* As with a normal absence caused through illness pupils will be expected to catch up on work on their return to school
* When they return the subject teacher will support them in completing this work.
* Any homework set via doddle during their time at home, if they are well enough, can be completed.

***If they subsequently test positive, then the student will move to the self-isolation model of work being set for them on Doddle or invited via teams. See section C above.***

1. **Remote learning guidance for groups of students**

**Disadvantaged Pupils**

* Individual risk assessments will be created for vulnerable pupils in conjunction with guidance and input from health care professionals.
* If there are issues accessing the internet or devices at home the school may be in a position to support the on-line learning through the DFE laptop scheme.

**SEND Pupils**

Provision for SEND pupils is dependent on the student’s needs, the universal offer for all SEND students with remote learning is as followings:

* Members of the inclusion team check in with SEND students who are isolating to monitor progress and access to online learning. Remote support via Teams is offered. Feedback to SENCO and teacher is provided and each case reviewed in relation to individual need and the nature of the barrier.
* Paper based work packs are provided for any students who prefer this traditional way of learning – this is either delivered or posted to the child.
* Regular communication takes place between parents/carers and the Inclusion Management Team in addition to the pupil’s key worker.
* Use of the online Lexia Programme for students is used to develop core literacy skills.
* Meetings via Teams with parents and health care professionals at the start of term to discuss additional issues that have arisen and a plan of action for provision moving forward.
* EHCP’s and provision within those are regularly reviewed and if necessary, contact is made with the local SEND Officer.
* The Inclusion Team work closely with the Pastoral Team to monitor the needs and well-being of SEND pupils across year groups.

**Wellbeing**

* Weekly wellbeing conversations by TA’s and pastoral staff to all students who are off school isolating.
* Weekly well-being bulletins to students and parents with information and local offer of support for wellbeing.

**Pupils with limited internet access at home**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

* We use the first marker of deprivation i.e. those families in receipt of free school meals and who have indicated that they have no other device other than a mobile phone. We have also looked at students in receipt of FSM (11-18) whom have not been accessing online learning and having detailed conversations regarding online learning and device accessibility.
* We will request dongles for those parents who are eligible, but we note that there is a nationwide offer to parents to access free 4G data via mobile phone providers for those parents who do not have a fixed broadband connection. We have asked parents to provide data requested by the dfe as the school is acting as an intermediary for the DFE, by collecting mobile phone numbers and service providers to a central database.
* Parents can request printed materials from each dept, this can be collected under the Covid safe procedures at school. School however is operating office 365 and the full Office suite at no cost to parents and therefore as much as possible, work is available in an editable digital format, and submitted digitally.
* Referring to the above points, students who do not have online access can request access to laptops and data.

**Appendix 6**

Remote learning document for students

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| Subject  | Revision websites |
| English | **Key Stage 4 (Year 10 & Year 11)**<https://www.bbc.co.uk/bitesize/><https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/english><https://classroom.thenational.academy/units/fiction-reading-and-descriptive-writing-7cc5>**The link is to the BBC Bitesize Key Stage 3 English resources:**<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>**Here are some SPaG quizzes suitable for all KS3 year groups too:**<https://www.educationquizzes.com/ks3/english/> |
| Maths | mathswatch: <https://vle.mathswatch.co.uk/vle/>mymaths: <https://www.mymaths.co.uk/>White Rose Maths: <https://whiterosemaths.com/>BBC Bitesize: <https://www.bbc.com/education> |
| Science | **For GCSE Physics** the most useful online resource will be kerboodle (<https://www.kerboodle.com/users/login?user_return_to=%2Fapp>) BBC Bitesize (<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>), Seneca learning or Isaac Physics (<https://isaacphysics.org/>) for stretch and challenge questions. **Biology**Kerboodle (see attached instructions) – access to online textbooks<https://www.kerboodle.com/users/login> BBC bitesize AQA GCSE Biology<https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7> Free Science lessons<https://www.freesciencelessons.co.uk/> |
| Geography | **Year 7 Map reading*** <https://www.ordnancesurvey.co.uk/mapzone>
* <https://classroom.thenational.academy/units/map-skills-78f1>

**Year 8 Cold Environments*** <http://www.coolgeography.co.uk/gcsen/GCSE_LW>

Cold Characteristics.php * <https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1>

**Year 9*** **Biomes:**
* **Rainforests**
* <https://classroom.thenational.academy/units/ecosystems-1e69>
* <https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1>

**Key Stage 4*** **Year 10 Rivers**
* <http://www.coolgeography.co.uk/gcsen/PL_River_Valleys.php>
* <https://www.bbc.co.uk/bitesize/topics/zpypgdm>
* <https://www.kerboodle.com/users/login>

**Year 11*** **Tectonics**
* <http://www.coolgeography.co.uk/gcsen/NH_Global_Distribution_Tectonic_Hazards.php>
* <https://www.bbc.co.uk/bitesize/topics/zcdrbk7>
* <https://www.kerboodle.com/users/login>
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| History | **The Middle Ages** <https://www.bbc.co.uk/bitesize/topics/zfphvcw> <https://www.historylearningsite.co.uk/> <https://spartacus-educational.com/>**Year 8**1450-1700 <https://www.bbc.co.uk/bitesize/topics/zynp34>j1700-1900 <https://www.bbc.co.uk/bitesize/topics/zjd82hv> <https://www.historylearningsite.co.uk/> <https://spartacus-educational.com/>**Year 9**The Suffragettes <https://www.bbc.co.uk/bitesize/topics/zfsnb9>qWWI<https://www.bbc.co.uk/bitesize/topics/z4crd2p><https://www.historylearningsite.co.uk/><https://spartacus-educational.com/> |
| RS | * **Key Stage 4**
* **Christianity:** Watch the clips from this channel (9 clips) which are currently relevant to your study. <https://www.youtube.com/watch?v=Sxwh9cY44Fk&list=PL4dFxRzoWJRm9-3CORnhjmqnpZOoosynd>
* **Judaism**: Watch the clips from this channel (14 clips) which are currently relevant to your study. <https://www.youtube.com/watch?v=ln1HjIdHQL0&list=PLoS18C9KJuWa0ccDT4KqHgzJwBIiamhA6>
* **Themes: Crime** - <https://www.youtube.com/watch?v=5R7vJcR2ZbE&list=PL4dFxRzoWJRlQDHiD9fTN3BKIcf1vh6AS>
* **Human Rights:** <https://www.youtube.com/watch?v=rDXBe9FiOH4&list=PL4dFxRzoWJRlQDHiD9fTN3BKIcf1vh6AS&index=4>
* **Life Issues**: <https://www.youtube.com/watch?v=tgQyBLWFDBI>
* **God & Revelation:** https://www.youtube.com/watch?v=4VAbydoljKk
* **KS3:**
* https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfqjc9A https://www.bbc.co.uk/bitesize/subjects/zh3rkqt <https://www.educationquizzes.com/ks3/religious-education/>
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| Drama | **KS3**<https://www.bbc.co.uk/bitesize/subjects/zcfb87h><https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt><https://www.artsonthemove.co.uk/education/drama-at-ks3.php>**KS4**<https://www.aqa.org.uk/subjects/drama/gcse><https://www.bbc.co.uk/bitesize/guides/zwt4frd/revision/1><https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>[https://www.dramaonlinelibrary.com](https://www.dramaonlinelibrary.com/) |
| MFL | **KS3 Spanish** * BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>
* Languages Online: www.languagesonline.org.uk Year 7 Spanish Memrise: <https://www.memrise.com/group/410439/>
* Year 8 Spanish Memrise: <https://www.memrise.com/group/410438/>
* Year 9 Spanish Memrise: <https://www.memrise.com/group/408309/>
* Seneca: <https://app.senecalearning.com/classroom/course/8f4c33cc-b1b1-4c49-bff7-f2dd6cc12b1f/section/e273df59-6bb0-4df6-b973-1aaf6908b69a/session>

**KS3 French** * BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zgdqxnb>
* Languages Online: www.languagesonline.org.uk Year 7 French: <https://www.memrise.com/group/410520/>
* Year 8 French: <https://www.memrise.com/group/410521/>
* Year 9 French: <https://www.memrise.com/group/410522/>
* Seneca: <https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/98863a9e-e6ea-40b6-ab67-e5fc78c3b062/session>

**KS4 Spanish** * BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv>
* Kerboodle: [www.kerboodle.com](http://www.kerboodle.com)
* Login: first letter of first name followed by surname, i.e. jbloggs
* Password: same as login unless you have logged in before and changed it
* Institution code: kq2
* Languages Online: www.languagesonline.org.uk Memrise: <https://www.memrise.com/group/230113/>
* GCSE Pod: <https://members.gcsepod.com/content?subject_id=6025&exam_board_id=1010>
* Seneca: <https://app.senecalearning.com/classroom/course/eefdd6b0-6960-11e8-9e60-31064e3f9a21/section/ee79c360-6fd3-11e8-a964-1b54e8ffab07/session>

**KS4 French** * BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>
* Kerboodle: [www.kerboodle.com](http://www.kerboodle.com)
* Login: first letter of first name followed by surname, i.e. jbloggs
* Password: same as login unless you have logged in before and changed it
* Institution code: kq2
* Languages Online: www.languagesonline.org.uk Memrise: <https://www.memrise.com/group/261205/>
* GCSE Pod: https://members.gcsepod.com/content?subject\_id=6015&exam\_board\_id=1010 S
* Seneca: <https://app.senecalearning.com/classroom/course/a2a73a1c-891a-40e3-9c38-1aafb04acfa8/section/1fbb23d3-c55a-4af0-92eb-30bc99d14474/session>

**KS4 German** * BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/z8j2tfr>
* Kerboodle: [www.kerboodle.com](http://www.kerboodle.com)
* Login: first letter of first name followed by surname, i.e. jbloggs
* Password: same as login unless you have logged in before and changed it
* Institution code: kq2
* Languages Online: www.languagesonline.org.uk Memrise <https://www.memrise.com/group/260826/>
* GCSE Pod: https://members.gcsepod.com/content?subject\_id=6017&exam\_board\_id=1010
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| Art | **Years 7 & 8: Basic Techniques**<https://classroom.thenational.academy/units/introduction-to-art-understanding-the-basics-linking-work-to-self-18a0> Year 9: Understanding the world around us<https://classroom.thenational.academy/units/architecture-understanding-the-world-around-us-995f>**Years 10 & 11: Developing drawing techniques**<https://classroom.thenational.academy/units/drawing-techniques-fd9d>  |
| Computer Science | **Computer Science KS3**BBC Bitesize<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>Teach ICT<https://www.teach-ict.com/2016/ks3/ks3_home.html>Username: OL27HSPassword: memory5Hour of Code<https://hourofcode.com/uk/learn>**Computer Science KS4**BBC Bitesize<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>Teach ICT<https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html>Username: OL27HSPassword: memory5W3Schools <https://www.w3schools.com/python/default.asp>Python repl:it[https://repl.it/@enaard/Python-3](https://repl.it/%40enaard/Python-3) |
| Business Studies | BBC bitesize  - <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>Tutor2u - [https://www.tutor2u.net/](https://www.tutor2u.net/search?q=gcse+business)  |
| Sociology | [www.quizlet.com](http://www.quizlet.com)[www.tutor2u.net/sociology](http://www.tutor2u.net/sociology)[www.senecalearning.com](http://www.senecacontinuedlearning.com) |
| PE | [www.quizlet.com](http://www.quizlet.com/)[www.senecalearning.com](http://www.senecalearning.com/) [www.bbc.co.uk/bitesize/subjects](http://www.bbc.co.uk/bitesize/subjects) <https://www.rulesofsport.com/> |
| Music | **KS3**Virtual Piano app <https://www.musicca.com/piano>Chrome Music Lab songmaker   <https://musiclab.chromeexperiments.com/Song-Maker/> (instruction video can be found at <https://www.youtube.com/watch?v=BqncqSxIwgc>)**KS4**BBC BItesize - <https://www.bbc.co.uk/bitesize/examspecs/zbmct39> |
| Food Tech | See document below |

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| --- | --- |
| **Subject** | **FOOD & NUTRITION AND HOSPITALITY & CATERING** |
| **YEAR 7** | YouTube BBC Teach (https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg) – watch the videos on:* Sensory perception
* Healthier cooking
* Food safety
* Nutrition guidelines
* Hydration
* Visit the website [www.lovefoodhatewaste.co.uk](http://www.lovefoodhatewaste.co.uk) to find out more about using leftovers and helping the environment
* <https://www.aldi.co.uk/lovefoodhatewaste> - see what Aldi as a food company are doing to reduce waste
* https://www.bbc.co.uk/bitesize/topics/zrdtsbk/resources/1
 |
| **YEAR 8** | YouTube BBC Teach (https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg) – watch the videos on:* Nutrition Guidelines
* Food Labelling
* Food Safety
* Hydration

[www.nutrition.org.uk](http://www.nutrition.org.uk) – use this site to research healthy eating, the guidelines* Visit the website [www.lovefoodhatewaste.co.uk](http://www.lovefoodhatewaste.co.uk) to find out more about using leftovers and helping the environment
* www.<https://www.aldi.co.uk/lovefoodhatewaste> - see what aldi as a food company are doing to reduce waste
* https://www.bbc.co.uk/bitesize/subjects/zdn9jhv
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| **Year 9** | You Tube BBC Teach (<https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg>) to watch the Food Ranger[www.nutrition.org.uk](http://www.nutrition.org.uk) – research the nutrient groups |
| **KS4 FOOD PREPARATION & NUTRITION****(AQA)** | YouTube Fun Kitchen videos for AQA (<https://www.bing.com/videos/search?q=youtube+fun+kitchen&qpvt=youtube+fun+kitchen&FORM=VDRE>) – flour for breadmaking, coagulation, raising agents, conduction animationYouTube WJEC video – emulsification animation[www.nutrition.org.uk](http://www.nutrition.org.uk) – use this site to research and revise nutrition and healthy eating, including their podcastsSenecalearning.com – use to revise  |
| **KS4 HOSPITALITY & CATERING****(WJEC)** | * <https://www.bbc.co.uk/bitesize/subjects/zbtvxyc>

(Use to revise hospitality establishments, health and safety, menu planning and types of service)* <https://www.food.gov.uk/>

(Looking up food safety regulations, hygiene rating and HACCP)* <https://www.youtube.com/watch?v=kXV8mayG3W0>

(Bread making skills)* <https://www.youtube.com/watch?v=-oaqAwaLgvw>

(Shortcrust pastry and tin lining skills)* <https://www.youtube.com/watch?v=Ljwt6T4uR6A>

(Food allergies & intolerances)* <https://www.pearsonschoolsandfecolleges.co.uk/Secondary/Vocational/HospitalityandCatering/WJECGCSEHospitalityandCatering/Samples/Samplepages/WJECGCSEHospitalitySamplePages.pdf>
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