



CHIPPING NORTON
SCHOOL

Remote Learning Policy (STATUTORY)

Reviewed by:	Impact Committee
Date reviewed:	Sept 2024
Next review:	Sept 2025
Member of staff responsible:	Dan Gent, Deputy Headteacher

Aim of policy:

To set out the approaches being taken at Chipping Norton School in order to provide high quality remote learning to all students.

Aims of remote learning provision:

- To enable students to continue to learn during any period of prolonged (i.e. three or more consecutive days) disruption or school closure (full or partial).
- To maintain strong and positive connections between teachers, students and their families throughout a period of disruption or school closure.
- To provide a structure to the working day through adherence to the in-school timetable for those groups of students affected by a school closure.

How do we provide remote learning?

- Satchel is the platform we use to structure the students day with all live learning and tutor-time contact taking place via Google Meets.
- A minority of departments with classes of mostly older students (e.g. KS4 Design) will have their work set via Google Classroom. Where this is the case, the difference is clearly signposted to students and agreed in advance with Leadership Team links.
- Where students do not have access to suitable devices on which to access the remote learning, we provide IT equipment so that every student is able to continue to learn.

How is our remote learning delivered?

- For every lesson missed at school, one hour of remote learning is provided.
- At Chipping Norton School, we deliver three types of remote lesson:
 - Live lessons.
 - Recorded lessons.
 - Independent lessons.
- We ask that *wherever possible* teachers should be 'seen' by students and so our stated preference is for teachers to deliver as many live or recorded lessons as they can.
- Other common approaches adopted by teachers at CNS are:
 - Independent lessons that make use of adapted resources.
 - Recorded explanations that include live modelling of processes and provision of excellent examples.
 - Use of commercial platforms such as My Maths, Seneca and Massolit
 - Screencast / Loom / Google Meet recordings of teacher explanations and modelling
- Heads of Department play an active role in having an overview of the work that is being set, and enabling teamwork and collaboration between teachers.
- Support and Guidance for effective remote learning practice is available to all teachers in the form of frequent CPDL activities.

Keeping in contact with students

- We recognise that strong communication and regular contact with students is helpful in supporting wellbeing, motivation, and a continuing sense of connectedness with the school community:
 - All students meet with their tutor for their AM and PM registration.
 - We provide meaningful and timely feedback on work, following school and subject level assessment policies (see 'Chipping Norton School Marking and Feedback Policy.doc').
- In the event of student disengagement or underperformance, communication with home becomes even more important. Therefore:
 - Teachers track engagement with their lessons and make contact with home if work is not submitted.
 - Heads of Department contact home if teacher contact is insufficient to make a difference.
 - Where students fail to engage in multiple subjects, Heads of Key Stage (HOKs) and Pastoral Leads (PLs) make contact with home.
 - Additionally, HOKs, PLs and other members of the guidance team make regular contact with the parents / carers of children on the 'vulnerable register' (traffic lit according to contact need, contact made daily, every other day or weekly).

How do we teach lessons?

- The core principles that underpin teaching and learning in the classroom are as equally important when teaching remotely. We aim to:
 - Encourage students to think through the tasks that we design.
 - Share new information through accessible and engaging explanations.
 - Model how to complete tasks and draw attention to what constitutes excellence.
 - Provide scaffolds and supports so that practice is deliberate, challenging and accessible.
 - Students will be encouraged to talk with the teacher, with one another and to the class.

- At CNS, we talk about how our High-TEMPO Standards for Teaching and Learning and how this should be seen across a learning sequence; though all five strands may be present in a single lesson this is not the expectation of every lesson.

How do our teachers support students with their remote learning?

- We ask that the plan for all lessons is provided in advance of the lesson and certainly no later than 8.30am on the day that the lesson takes place.
- Wherever possible, teachers are available to support students through teaching Live Lessons.
- At the end of all lessons, students are asked to upload their work on Satchel. Feedback is given on this work in line with the school-wide and departmental marking and feedback policy.

What expectations do we have of students if they attend 'live' Google Meet lessons?

- It is important to establish consistent routines in our virtual classrooms. These routines ensure that students are safe, and able to learn in a focussed, respectful, and disruption-free environment.
- To this end, we ask that when students who attend 'live' Google Meet lessons follow our Code of Conduct for Live Learning and Our Routines for the Virtual Classroom.

How do we support our students with Special Educational Needs with remote learning?

- Some students with SEND need us to provide adaptations to our teaching in order to assist them with their particular learning needs. To facilitate this:
 - We emphasise quality-first teaching strategies and inclusion in mainstream lessons.
 - We use SEN Profiles that detail the five or six strategies that are likely to benefit individual students.
 - We provide in-lesson support to students with SEND through the use of LSA support and breakout rooms.

How will we review our remote learning offer to ensure it meets the needs of all our students?

- We continually seek feedback from students, parents / carers and teachers in order to ensure that our remote learning offer improves and adapts.
- In addition to sharing feedback on work, making regular pastoral contact with vulnerable students and communicating home via weekly letters, we will regularly survey key stakeholders.

Data Protection

Remote learning requires that all staff adhere to the School's **Data Protection Policy** with particular regard to:

- Accessing personal data
- Sharing personal data
- Keeping devices secure

Safeguarding

All staff should refer to, and follow, the school's Child Protection / Safeguarding Policy and its Covid-related Addendum.

Supporting documents:

- Chipping Norton School Data Protection Policy
- Chipping Norton School Department Marking and Feedback Policy.doc

- Remote Learning and Recorded Explanations.doc
- Code of Conduct for Live Lessons.doc
- Teaching and Learning at the Virtual CNS.doc (guide for teachers)