



## CHIPPING NORTON SCHOOL

### Remote Learning Policy (STATUTORY)

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<b>Reviewed by:</b>	Impact Committee
<b>Date reviewed:</b>	Feb 2022
<b>Next review:</b>	Feb 2024
<b>Member of staff responsible:</b>	Dan Gent, Assistant Head Teacher

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#### *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 the period of prolonged\* disruption or school closure (full or partial). \*Prolonged is defined as being three or more consecutive days.
- To maintain strong and positive connections between teachers, students and their families throughout a period of curriculum disruption.
- 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?*

- Show My Homework (SMHW) is the platform we use to structure the students day with all live learning and tutor time contact taking place via Google Classroom.
- 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 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 Year (HOYs) and Assistant Heads of Year (AHOYs) make contact with home.
  - Additionally, HOYs and AHOYs 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.
- At CNS, we talk about how our four TEMP Standards for Teaching and Learning should be seen across a learning sequence; though all four 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 SMHW. Feedback is given on this work inline 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)