



Saint GREGORY'S
Bath

REMOTE LEARNING POLICY

Title	Remote Learning Policy	
Prepared By	Ann Cusack, Headteacher	April 2020
Checked By		
Approved By		
Version	V01.0	
Document Update	On going as required due to COVID-19	

	Date	Amendments
V01.0	April 2020	ACU/STU/LBU/JTI/KMD/JCL
V05	20 April 2020	Reviewed and approved by PIR Chair of Curriculum and Achievement
V06	20 January 2021	ACU/STU/LST/JTI/AMO/JCL

In Christ we flourish

Introduction

As a Catholic community committed to the Gospel Values, we hold these values as central to everything we do and every decision we take. In the unprecedented period of school closure this policy seeks to set out how we should operate and support home learning through remote learning. Please note that this is a dynamic document that will be regularly reviewed during a period of school closure as we roll out our new digital learning platforms.

1. Support

If during any period when the Remote Learning Policy is in situ and you have any queries, problems or concerns, please follow the below guidance with regards who you should contact:

- Students should contact tutors/teachers
- Tutors should contact their HoY
- Teachers should contact their HoF
- HoY/HoF should contact SLT

Parents/carers can contact the following support networks:

General concerns, academic concerns, pastoral concerns, help with support please contact:

Coombesk@st-gregorys.org.uk

This will allow for the email to be directed to the correct person, who will then advise.

For IT related issues in the first instance (to enable IT to focus on the most urgent issues) your son/daughter should ask their teacher (who will then pass this on to IT at itsupport@st-gregorys.org.uk).

2. Policy Objective

This policy is designed to give students, parents, carers and staff all the information that they need if the school is required to temporarily shut down. If Government and the Department for Education require us to stop teaching in our normal fashion, then the school will move to a remote teaching model by which work will be set by teachers online and completed by students at home.

The decision to move to a remote teaching model is one that would typically be forced upon us by an outside agency. This would be most likely to be Her Majesty's Government, through the Department for Education. We will only close the school upon direct advice from an outside agency empowered to make such a decision. We will communicate such a decision to parents, carers, students and staff as soon as we are able to do so. The extent of any closure is one that the school will be advised upon. To make this determination, the school will work on the most current advice from HMG, Public Health England and B&NES.

This policy will lay out the expectations that the school has of staff, students, parents and carers in relation to any such school closure and move to a remote learning model. It is hoped that it will cover all eventualities but it is probable that it will not. Any situation which causes the school to move to a remote teaching model will be a local, national or international crisis. Such crises often lead to unforeseen challenges. The school will try to communicate with all interested parties as soon as such challenges arise.

The policy makes reference to digital teaching. For the purposes of this policy, digital teaching means the process of conducting a lesson in real time over Google Meet and using Google Classroom.

Expectations of St Gregory's Teachers

- In a period of remote teaching, the school will continue to operate as normal a timetable of academic lessons as possible. Whilst the normal routine of school life will be disrupted, it is not the case that the school is 'closed for business'. Instead, our core business will move, for the most part, from face to face delivery into an online sphere. The timings of the school day may be adapted to support remote learning and the school will communicate these changes, as necessary.
- Teachers are expected to deliver live lessons via Google Meet and Google Classroom unless engaged in school activities such as supporting Critical Worker Hubs or Lateral Flow Testing.
- Teachers should be dressed appropriately for all lessons being live streamed to students via Google Meet, in general all student cameras and mics should be turned off unless the teacher requests otherwise. The teacher can choose if they wish to use the camera to deliver their live lesson or not. A photograph or image can be added as a profile.
- Teachers must not, as per the school's Child Protection Policy, ever call or text students using the students' mobile phone. Where 1 to 1 mentoring, intervention or support via an outside agency takes place this will be done in a public area either in school or in the outside agent's work place into a communal area in the student's house. Parents/carers are notified and know the date, time of virtual meeting, platform being used, i.e. Microsoft Teams, telephone, Google Meet or Zoom, and the reason for the meeting. Details of the meeting are logged on SIMS.
- Homework will be set as appropriate for all students.
- Feedback and Assessment will inevitably take longer; however Google Classroom will support this. Student work will be marked and returned.
- Teachers should remember that students at home will still require the same level of differentiation and support as they would in school. Tasks should be set that are accessible and that fall within expectations that are appropriate. The time allotted for given tasks must be clear. The instructions for tasks must be equally clear.
- Work must be sent from students to teachers via email or through Google Classroom. It is up to the individual teacher to make clear how they expect to receive work.
- Do not rely on students being able to print out work at home. If printing is required, teachers must ensure this is made available to students prior to the lesson.
- Registers are to be taken on SIMS for all live lessons. Non-attendance must be followed up by sending an email to the absent student. STU, LST and LMU will co-ordinate communication home regarding attendance on a weekly basis. There will be extensive intervention for all students with less than 40% attendance on a weekly basis.

- Staff should continue to use their planners to record any issues of attendance, behaviour or other concerns. It is important to, wherever possible, continue to use our day to day systems and record any contact, concerns or interventions on SIMS.
- Teachers should ensure that, by the end of the day, all student queries, questions and concerns have been dealt with in an appropriate manner, even if that is a holding response.
- Tutors will be asked to digitally 'meet' their Tutor Group. Y7-11 tutors will meet their tutees daily. Sixth Form tutors will meet Y12 and Y13 on alternate days to allow bespoke support for the different year groups. It is essential that the welfare and wellbeing of the students is monitored and that tutors are available to help offer support and guidance where necessary. Tutors should use the normal school systems to keep HoY up to date on any issues that might develop with their students.
- Please be assured that the school understands that a move to a different way of working comes with challenges. We know that it is likely that if all schools close then teachers will also have issues of childcare to contend with. In any such instance of remote teaching, please understand that we operate on the principle that 'perfect is the enemy of good.' We understand that things may be disrupted and that the exigencies of family life may mean changes have to be made. The important thing is that teachers try to plan as effectively as possible, working with spouses and partners to allow themselves to be able to deliver lessons that they need to. Early communication of plans to students and HoF are vital and will be essential in ensuring that expectations are managed, and students can and will work effectively. Teachers are Key Workers and as such do have access to Key Worker Hubs in their child's school. If teachers require support in accessing these Hubs please contact the Headteacher and or HR.
- Please note that the school will require teachers to come into the school during any school closures. Staff should follow appropriate social distancing advice at all times as issued by PHE & HM Government and B&NES. In line with Government Guidance all staff will be offered weekly Lateral Flow Test's.
- Any period of remote teaching will only run for the school term dates as previously advertised. Teachers and students will still require the benefits of the holidays.
- If the need for a 1 to 1 academic/tutor meeting between a teacher and student arises then the teacher needs to ensure that their HoF and the student's HoY and the students' parents/carers are notified and know the date, time of virtual meeting, platform being used, i.e. Microsoft Teams, telephone, Google Meet or Zoom, and the reason for the meeting. The student's parent/carer must also be present if the meeting involves a student in Years7-11. The teacher needs to keep a record of the meeting, date, time, duration of meeting, points discussed, and actions agreed.
- The school expects all staff to do the very best that they can under the circumstances and appreciates the fact that staff will be working hard for the duration of any period of remote teaching.
- If staff cannot work from home, then they can work from school and a classroom will be made available for them.

Expectations of Learning Support Assistants

- LSAs are expected to support students with SEND, especially those with EHCPs both in school and remotely.
- LSAs will be allocated students to support by the SEND Manager and SENCo.
- LSAs will contact parents, carers and students with EHCPs to ensure that they understand the work set and have the resources to complete it. Contact will, when necessary, be remote and in the first instance through email. Should the need for a 1 to 1 intervention meeting between an LSA and student arise, then the LSA needs to ensure that the SEND Manager and SENCo are notified and know the date, time of virtual meeting, platform being used, i.e. Microsoft Teams, Zoom or telephone and the reason for the meeting. Interventions may be delivered 1 to 1 or in small groups via Google Meet (if possible) or Zoom. The SEND Manager and SENCo will coordinate the remote interventions programme. Before a remote intervention or support meeting takes place, parents/carers must be informed in advance. When a remote intervention or meeting has taken place, this must be recorded on SIMS under initiatives and on a student's individual tracking (where relevant) by LSAs.
- In some circumstances it will be necessary to contact students on the telephone. In these situations the LSA must ensure that the telephone contact is at an appointed time, that where possible the parent/carer is present and can hear through the 'speaker option' on the telephone. Telephone calls made from home must not be made in the presence of others in the building, and must use 141 (number withheld) at all times. The LSA must notify the SEND manager and SENCo of the call and record the time of the call, make notes of the conversation held in the individual student's tracking (where relevant) and record this in SIMS under initiatives.
- LSAs must notify the DSL immediately of any CP or safeguarding concerns that they have. This should be done by telephone if it is urgent or via My Concern.

Expectations of Heads of Faculty

- HoF should oversee the consistency and quality of work being set. They should check in with their departments remotely on a daily basis and in person on a weekly basis to guarantee consistency of approach and to be alert to any concerns.
- HoF will provide feedback/reports as necessary on the consistency of their faculty's remote learning provision and be responsible for Quality First Teaching in their faculty.
- HoF should do all they can to model excellent digital teaching to their departments. They should share resources and techniques for good teaching in a digital format.
- HoF should contact parents/carers and students who are exceeding or trying really hard in their remote learning to praise and encourage them.
- HoF should communicate with their line manager and CLG to share thoughts, concerns and ideas.
- HoF should report any concerns raised by their team to the appropriate HoY or DSL.

Expectations of HoY and Tutors

- Year 7-11 Tutors will meet their tutor groups daily during morning registration. Sixth form tutors will meet their tutors groups as per the sixth form Tutor programme as directed by the Head of Sixth.
- Tutors should be prepared to pick up on any student who is not regularly attending digital lessons or completing their work. They should make contact with the student and, where necessary, the parent/carer.
- HoY should oversee the work of tutors and deal with any pastoral concerns which may escalate to their level.
- HoY should contact parents/carers and students who are exceeding or trying really hard in their remote learning to praise and encourage them.

Expectation of Students

- The school will not close unless it is asked to by the Government. If the school does close then we will move to a period of 'remote teaching.' This will mean that your lessons are taught by your teachers using Google Classroom.
- Your use of devices when being remotely taught is covered by the school's E-Safety Acceptable Use Policy and the school's Behaviour Policy. You are still in school, but you are being taught remotely.
- The majority of your lessons will be taught digitally – this will be dependent on a number of variables.
- The timings of your school day will be adapted to support remote learning. Lessons will be 45 minutes long with 15 minute breaks between lessons. An outline of your school day will be shared with you at the start of any period of whole school remote learning.
- You are expected to attend your lessons. Registers will be taken through Google Classroom/SIMS. If you do not register, then any such absence will be followed up as we normally would.
- You should be appropriately dressed for all digital lessons.
- When entering a digital lesson through Google Meet the camera and microphone should be turned off. Your teacher will ask you to switch on your microphones and cameras as and when they require it.
- You must check your school emails a minimum of three times a day for vital messages. Once before 8.30am, once around lunchtime and once again between 4.30pm and 5.00pm.
- For the planned lessons that you are not being taught digitally, you should aim to complete the work that will be set for you in that subject. The work should take the time allocated to you for that lesson. If you are struggling with the work set or it is taking a long time, then please inform your subject teacher.

- You should make sure that your devices are charged and updated to ensure you are able to access the lessons available to you.
- Your teachers will be available to you during normal school/working hours if you have any questions. Email and/or Google Classroom will be the best way of communicating with them. They will respond in a timely way during the working day but please be patient.
- If your teacher requires you to attend a 1 to 1 academic/tutor meeting your teacher will contact you and your parents/carers via email with the date and time of the meeting.
-
- Homework will be set and you are expected to complete homework and hand in as normal.

Expectations of Parents/Carers

- If the school is asked to close by the Government, then we will move to remote teaching.
- During that period the majority of lessons will take place in real time using Google Classroom unless a teacher is working in school supporting the Critical worker Hubs or Lateral Flow Testing. We will also provide other learning opportunities for students such as Wellbeing and Study Days.
- All students have an Office365 account and Google Classroom. Students are expected to attend all digitally streamed lessons and to complete all independent work at a good standard to the deadlines set by teachers.
- Ideally, students should be working in a public area of their home. Somewhere like a kitchen, dining room or a study that can be supervised by an adult. Students must not take part in streamed lessons in their bedroom and they must be appropriately dressed for streamed lessons. They need not wear school uniform, but nor should they be in their pyjamas.
- Students should be working in a productive environment. There should be, wherever possible, quiet and calm. TVs should not be on and phones should have airplane mode enforced/switched off unless they are using the phone to access the lesson.
- Students should follow their school day and they should work during timetabled lessons. This will help students to plan their time over the course of the day. The school day will be amended to support remote learning and this will be communicated with students, parents and carers prior to the start of remote learning. Lessons will be 45 minutes long and 15 minute breaks between lessons have been built in to support students.
- Please do encourage students to get outside, even if in the garden, where possible. Fresh air and exercise will help with their learning and their mental health and wellbeing.
- If you have any concerns about your child's work or their wellbeing, then do please follow the normal procedure of contacting their tutor. Tutors will be meeting regularly with their students using Tutor Time (Google Meet) to talk about how best to handle isolation and working remotely.

- Students should follow the normal school rules in terms of online behaviour. The school is continuing to operate and we expect students to behave in an appropriate manner online, just as we would in person.
- Parents and carers should understand that we are trying to replicate the normal conditions of school life for our students as much as is possible. To that end, parents and carers should not involve themselves in the digital lessons, they should not do their child's work for them and they should continue to encourage them to be independent learners, supported by parents/carers at home.
- Parents/carers should check with their children that they are working on line and accessing their lessons.

APPENDIX A

REMOTE LEARNING BEHAVIOUR POLICY

During a school closure we will operate a modified version of our Behaviour Policy in that we expect all students to behave sensibly and with respect. We will still follow the principles of Ready to Learn. Students need to be polite and respectful and use the online learning platform appropriately. In the unlikely situation that students do not do this and impact negatively on the learning of others, the teacher will remove them from the lesson and contact parents/carers.

Rewards

- Teachers should continue to recognise excellent work with a House Point /Merit. This should be recorded on SIMS.
- Any outstanding work should be nominated for a Faculty or Headteacher's Commendation. Teachers to contact their HoF or the Head's PA to request a Commendation.
- Rewards will also be given for excellent attendance to live lessons.

Sanctions

- Ready to Learn will be used and sanctions recorded on SIMS.
- Teachers can remove a student from a live lesson if they are behaving inappropriately and having a negative impact on the class' learning.

Safeguarding Issues

- If a teacher identifies any possible safeguarding concerns, teachers should record their concerns on My Concern and contact STU (Designated Safeguarding Lead) immediately by email.

APPENDIX B

REMOTE LEARNING REGISTRATION POLICY

- All students will be marked centrally in line with government guidance.
- If a student is too unwell to attend a remote lesson then please email Mrs O'Bray OBrayC@st-gregorys.org.uk with your son/daughters name and tutor group and she will notify staff that they are ill and they will be marked I (ill) on the teacher's individual register.
- Teachers are responsible for completing lesson registers for every taught remote lesson on SIMS. If no reason is given for an absence then the teacher will contact the student and parents/carers via email in the first instance and pass on details if necessary for HoF to follow up. If parents/carers have any concerns/queries they can contact the school via email and/or Google Classroom. Staff will respond in a timely way during the working day but please be patient.
- If a teacher is unable to have a live lesson for any reason they will mark all students with an 'A'.
- Attendance at remote lessons for students with an EHCP or in the care of a local authority will also be closely monitored and overseen by Mrs. Morriss, Assistant Headteacher Inclusion / SENCo. Where necessary, students may be requested to attend on-site provision if there are attendance concerns with accessing remote learning at home. Additional support to assist students, parents and carers in accessing remote learning will always be offered in the first instance before any requests are made to attend on-site provision.

APPENDIX C

ROLE OF HEAD OF YEAR AND TUTORS

Role of Heads of Year

1. Hold remote tutor meetings. This should be used to check on student welfare, remote learning issues and staff welfare. HoY to arrange team meetings with their teams.
2. Contact parents/carers if welfare concerns have been raised.
3. Contact parents/carers of students on the Pastoral Concerns/Vulnerable Student list. This call should focus on the student's and family's welfare. Record contact and alert DSL to any issues/concerns.
4. Monitor Year Group Questionnaire. A questionnaire will be sent to students fortnightly by HoY. Any concerning responses will be passed to tutors and DSLs and action taken.

Role of Tutor

1. To hold daily tutor sessions as per the remote learning timetable
2. Communication. It is essential we maintain excellent communication during a school closure. Tutors should flag concerns to HoY and, if appropriate, STU (DSL) and Deputy DSLs ZJE and SIB.

Pastoral Care

During the school closure we will endeavour to maintain our high levels of pastoral care.

- Any concerns in the first instance contact the student's tutor.

Safeguarding

Designated Safeguarding Lead (DSL) and Director of Pastoral Care Mrs Tuke tukes@st-gregorys.org.uk

Deputy DSL Mrs Jenkins jenkinsz@st-gregorys.org.uk and Dr Brooks brookss@st-gregorys.org.uk

Pastoral Team Years 7-11

- Head of Year 7 - Ms Miller - millere@st-gregorys.org.uk
- Year 7 Tutors:
 - 7E - Mrs McHale – mchale@st-gregorys.org.uk
 - 7G – Mrs Savory – savorye@st-gregorys.org.uk
 - 7O – Mr Watson – watsonr@st-gregorys.org.uk
 - 7R – Mrs Auburn – auburnz@st-gregorys.org.uk
 - 7S – Mr Cooper – cooperd@st-gregorys.org.uk
 - 7Y – Miss Shepherd – shepherdg@st-gregorys.org.uk

- Head of Year 8 - Mrs Richards – richardsc@st-gregorys.org.uk
- Year 8 Tutors:
 - 8E – Mrs Newton - newtons@st-gregorys.org.uk
 - 8G – Mr Hayward – haywardp@st-gregorys.org.uk / Mrs Hook – hooks@st-gregorys.org.uk
 - 8O - Mrs Baker– bakerd@st-gregorys.org.uk / Mrs Kay – kaym@st-gregorys.org.uk
 - 8R – Miss Townsend – townsendh@st-gregorys.org.uk / Mrs Kestell – kestellm@st-gregorys.org.uk
 - 8S – Mrs Waldron – waldrons@st-gregorys.org.uk
 - 8Y – Miss McCarthy – mccarthy@st-gregorys.org.uk / Mrs Broadway – broadwaya@st-gregorys.org.uk
- Head of Year 9 - Mr Duffy – duffys@st-gregorys.org.uk
- Year 9 Tutors:
 - 9E – Miss Hollywood – hollywoods@st-gregorys.org.uk
 - 9G – Mrs Bowden – bowdenj@st-gregorys.org.uk
 - 9O – Mrs Parker – parker@st-gregorys.org.uk
 - 9R – Mr Trinder – trinderj@st-gregorys.org.uk
 - 9S – Mr Dorney – dorneyj@st-gregorys.org.uk
 - 9Y – Mrs Davies – daviesm@st-gregorys.org.uk
- Head of Year 10 - Mr Brodie – brodies@st-gregorys.org.uk
- Year 10 Tutors:
 - 10E – Mrs Ruck – ruckc@st-gregorys.org.uk
 - 10G – Mr Niamir – niamira@st-gregorys.org.uk
 - 10O – Miss Hawthorne – hawthornee@st-gregorys.org.uk
 - 10R – Miss McFarlane – mcfarlanek@st-gregorys.org.uk
 - 10S – Mrs Lemee-Wright – lemeej@st-gregorys.org.uk
 - 10Y – Mr Crease – creaseb@st-gregorys.org.uk
- Head of Year 11 - Mr Purcell – purcellr@st-gregorys.org.uk
- Year 11 Tutors:
 - 11E – Miss Culleton – culletong@st-gregorys.org.uk
 - 11G – Miss Stork – storke@st-gregorys.org.uk
 - 11O – Mr Foley – foleya@st-gregorys.org.uk
 - 11R – Mrs Burles – burlesc@st-gregorys.org.uk / Mrs Corripio-Lopez – corripio-lopezm@st-gregorys.org.uk
 - 11S – Mrs Hillier-Brown – hillier-brownh@st-gregorys.org.uk
 - 11Y – Ms Spindler – spindlerr@st-gregorys.org.uk / Mrs Musgrove – musgroves@st-gregorys.org.uk

Sixth Form Team

Head of Sixth Form - Mrs Staves - stavesl@st-gregorys.org.uk

Deputy Head of Sixth Form - Mr Ackland - acklandb@st-gregorys.org.uk

- Tutors
 - 6.1 – Mr Boutland-Smith - boulandsmithc@st-gregorys.org.uk
 - 6.2 – Mrs Bailey - baileym@st-gregorys.org.uk
 - 6.3 – Mr Davis - davisj@st-gregorys.org.uk
 - 6.4 – Mr Bird - birdd@st-gregorys.org.uk
 - 6.5 – Mr Burn - burns@st-gregorys.org.uk
 - 6.6 – Mr Leaman - leamanm@st-gregorys.org.uk
- Sixth Form Administrator - Mrs Kinch - kincha@st-gregorys.org.uk
- Chaplaincy - Mr Robinson - robinsonm@st-gregorys.org.uk

- Pastoral/Behaviour Support – Mrs West - westr@st-gregorys.org.uk
- Attendance Officer – Ms Murphy - murphyl@st-gregorys.org.uk
- PSHE – Mrs Hawkins-Brown - hawkinss@st-gregorys.org.uk