



SPERRIN
INTEGRATED COLLEGE

Remote Learning Policy

Sperrin Integrated College

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1. Aims

This policy provides guidance for remote learning for pupils at Sperrin Integrated College and aims to:

- Support a consistency of effective practice in remote learning and teaching.
- Ensure safe use of ICT in line with Safeguarding and Data Protection guidelines.
- Set out expectations for all members of the school community including, teachers, LSAs, Administrative Staff, parents, and pupils.

1.1 Introduction and Definition

Remote learning is a tool that strives to ensure pupils are provided with a platform to access learning materials, through the computer. This means the pupils log in to a virtual classroom environment to participate in learning activities.

Pupils at Sperrin College use 'Google Classroom' as a platform to facilitate learning in the following circumstances:

- Partial or full school closure for pupils.
- Individual or small groups of pupils self-isolating for a period longer than 5 days.
- To support normal learning practices, where the teacher deems appropriate.

Google classroom and remote learning will not be used in the event of normal pupil absence. This is in line with the school attendance policy. Pupils who are absent in the event of a normal short-term illness or unauthorised absence (such as a family holiday) will be required to 'catch up' missed classwork and homework. On return to school, pupils should demonstrate their independent learning skills by pro-actively seeking information regarding missed work from their peers and/or teachers.

The school's expectations regarding the quality of remote learning and teaching are in-line with the principles set out in the current school Teaching and Learning policy and in the guidelines for '**Best Practice in Remote Learning**' (Appendix 1). Effective pedagogical practice remains at the forefront of remote learning in Sperrin College with technology as the facilitation platform to aid learning and teaching.

2. Roles and Responsibilities

2.1 Senior Leadership Team

The Senior Leadership team will:

- Monitor and evaluate the overall quality of Learning and Teaching on Google Classroom in line with best practice guidelines.
- Collect and analyse data on access to ascertain if pupils and staff have the required hardware and internet access to fully engage in remote learning.
- Oversee the collation and publication of codes for pupil access to Google Classroom.
- Oversee the training of all those involved in using Google Classroom: teachers, LSAs and pupils.
- Ensure effective communication to ensure pupils, parents, and staff are familiar with the protocols set out in this policy document.
- Ensure expectations for remote learning are clearly communicated and understood by all stakeholders.
- Allocate time (directed time) to teachers for the development of on-line resources.
- In the event of a school closure, oversee the channels of communication with parents and pupils regarding accessibility/non-engagement in remote learning and maintain a centralised record of contact.
- Ensure all Google classroom communication is in line with C2KNI and GDPR regulations.

2.2 Heads of Department

Heads of Department will:

- Be present in all Google Classrooms set up by Departmental members and conduct 'spot-checks' to ensure consistency of practice.
- With support and guidance from SLT, advise departmental colleagues on best practice in remote learning
- Provide guidance on an agreed, consistent departmental approach in-line with the school's guidelines.
- Provide advice to Department colleagues on the set up of generic contingency work which will be posted to the Google Classroom platform for individual pupils who may be ill or self-isolating for longer than five days.
- Agree a Departmental approach on the quantity of work and the nature of feedback provided during extended periods of remote learning.
- In the event of a partial or full school closure, ensure contingency work is in place for classes of teachers who may be absent during this period.

2.3 Heads of Year (HOY)

The Head of Year will:

- Set up a Pastoral Google classroom as a platform to communicate with all pupils within a year group. In the event of partial or full school closure, Pastoral Google Classrooms can be used as a platform to offer motivation, inspiration, and sign-post pastoral support materials to learners.
- In the event of a partial or full school closure for a prolonged period (or if deemed appropriate when individual pupils are self-isolating), advise Form Teachers to conduct pastoral phone calls to ascertain levels of pupil well-being.
- In liaison with the SENCO, make phone calls to pupils who are deemed vulnerable during periods of school closure.
- Liaise with HODs, subject teachers and Learning Tutors regarding issues arising from lack of pupil engagement and ensure phone calls are conducted and, where necessary, follow-up action taken.

2.4 The Special Education Needs Coordinator (SENCO)

The SENCO will:

- Oversee the procedures to ensure pupils with Special Educational Needs are allocated laptops (if required) during periods of partial or full closure.
- Monitor pupil on-line engagement of Stage 3 Learners and liaise with the relevant staff to support these pupils in their learning.
- In the event of partial or full school closure, or if a pupil on stage 3 of the Code of Practice is self-isolating for more than five days, ensure contact is made by a Learning Support Assistant to offer learning support and guidance.
- Where necessary, follow-up with subject teachers and/ or Heads of Year on issues that may arise from LSA contact, which require further intervention.
- Advise staff on adjustments to learning tasks and assignments in line with a pupil's Individual Learning Plan or learning need.

2.4i Teacher with responsibility for the coordination of Learning Needs for New-Comer pupils will:

- In liaison with the SENCO and HOY, contact New-Comer pupils during periods of partial or full school closure with regards to issues they may experience in remote learning. For example; access issues, engagement and accessibility with learning activities, and pastoral provision.
- Advise staff on the suitability of learning activities and accessibility of materials for pupils who have English as a second language.
- Provide guidance on ensuring the learning activities and accessibility of materials for pupils who have English as a second language.
- Where applicable, monitor the engagement in learning on the activities on Google Classroom which support the acquisition of language skills for New-Comer pupils.

2.4ii Learning Support Assistants (LSAs)

LSAs will:

- Sign up to the relevant Google Classrooms of the pupils on Stage 3 of the Code of Practice.
- During a partial or full school closure, or when a pupil is self-isolating for a period of more than five days, make daily contact with their designated pupil.
- Liaise with the subject teachers of their pupil to address issues they (the pupil) need clarification on.

2.5 Learning Tutors

Learning Tutors will:

- In preparation for possible school closures or partial closure, provide information to SLT with regards to pupils who report access issues which hinder their capacity to engage with Remote Learning.
- In preparation for potential closures, during Learning Tutor time, train and inform pupils of protocols and etiquette surrounding remote learning using the 'Self-Help' videos provided by SLT.

- In the event of partial or full school closure for pupils, monitor SIMS to identify pupils in their Form Class who are not engaging with the work set and liaise with the HOY regarding next actions to address the matter.
- In the event of a partial or full school closure for a prolonged period, under the direction of their HOY, contact pupils to determine levels of pupil well-being and address any engagement issues.

2.6 Subject Teachers

Subject teachers will:

- Participate in all Google Classroom training, familiarise themselves with ‘**Best Practice in Remote Learning**’ and engage in regular self-directed learning in the use of Google Classroom.
- Set up a Google Classroom for each of their classes and ensure that all pupils are signed up using their C2kni account and add the HOD and SLT Cluster Lead to the class.
- Ensure the instructional design of their Google Classroom is user-friendly for pupils, in line with the school’s Learning and Teaching Policy and reflective of ‘**Best Practice in Remote Learning**’.
- Up-skill the pupils, whilst in school, by setting a range of remote learning tasks as homework assignments.
- Ensure that their Google Classrooms have an Independent Learning/Contingency Work area for individual pupils who may be self-isolating for more than give days and are able to engage with the learning process.
- In the event of partial or full school closure for pupils, post the agreed amount of work per year group on the relevant Google Classrooms.
- Use SIMS to record non-engagement on Google Classroom and refer to the Learning Tutor when consistent issues arise.
- Respond, via private message on Google Classroom, to pupil questions **relating to learning**.
- Report, to the appropriate person, any pastoral concerns that may arise through private pupil communication on Google Classroom.
- Monitor the presence of any individuals on Google Classroom who are not clearly identifiable as pupils (C2Kni email account users only) within the class and remove them.
- Ensure that measures are in place to ensure the appropriate security of the device used for Google Classroom.
- If self-isolating but ‘fit for working, remotely’, continue to use Google Classroom to support the learning of pupils who are in school or part of a year group directed to work from home.
- In the event of a full school closure, involving both teachers and pupils, teachers should be available for normal working hours.
- If a teacher is unable to work for any reason during this time, for example caring for a dependent, they should report this to the school Principal to make alternative arrangements for duties to be carried out.
- Staff should report, using the normal school procedures, if they are not fit for work due to illness.

2.6i Subject teacher use of Voice-Over Lessons or Google Meet

In the event that subject teachers choose to use ‘voice-over tutorials’ or Google Meet to conduct their lessons they will:

- Be mindful that some topics that address controversial issues, or contain material only suitable for older pupils, will require careful use of language or additional explanation.

- Only at the discretion of the teacher, use a video conference platform on Google Meet for Senior school pupils.
- Teachers should adhere to the following protocols when delivering Voice-over tutorials or Google Meet:
 1. Pupils should be informed in advance of the rules and guidance regarding conduct on Google Meet.
 2. Use a C2k device and deliver the lesson from school (where possible).
 3. Ensure two or more pupils are present. Where special circumstances may apply for one-to-one conferencing, parental permission must be gained.
 4. Be aware of the background and the possible visibility of sensitive materials.
- The teacher is advised to turn off the camera function and show the lesson content only when using Google Meet.

2.7 Pupils will:

- Engage with Google Classroom tasks when in school to up-skill themselves in remote learning.
- Watch the 'Self-Help' videos on the school website when faced with challenges in how to navigate Google Classroom.
- Only use their C2K account to access Google Classroom.
- In the event of full or partial school closure, maintain a structure to their day by regularly checking for work posted to Google Classroom.
- In the event of full or partial school closure, ensure that work submitted is completed during normal school hours (if possible) and not late in the evening avoiding fatigue and build-up of work.
- If self-isolating for more than 5 days, and if fit to do so, access and complete work uploaded to the Independent Learning section of each Google Classroom.
- 'Hand-in' tasks on the due date, as instructed by teachers and ensure that it is of the highest possible standard.
- Alert teachers (using the private messaging tool) when they cannot understand or complete work.
- Conduct all engagement using the remote learning platform in a highly respectful manner and ensure that communications with teachers and peers are appropriately formal (in line with normal whole school behavioural expectations).
- Unless instructed otherwise, refrain from posting in the stream area of Google Classroom to communicate with other learners.
- Use Private Comments to communicate with teachers for **matters relating to learning only**.
- Read and act on feedback given by teachers.
- Understand that Private Comments and work submitted after due dates **may** not be seen by teachers.
- Follow the protocols for Technical Support outlined below in section 2.9.

Pupils in Key Stage 5 using 'Google Meet' as a learning platform will:

- Engage fully in the learning process.
- Use a suitably quiet place, free from interruption and background noise.
- Not take photos, screenshots or recordings of their peers or teachers during any teaching session.
- Wear appropriate clothing suitable for a learning environment

- Ensure their own privacy is maintained and be aware of what may be visible to others in the background (Private bedrooms/Wall posters etc.)
- Maintain respectful and appropriately formal conduct in line with normal classroom expectations.

2.8 Parents will:

- Encourage their children to engage with Google Classroom whilst in school to prepare them for potential full or partial closure.
- Support their children in navigating Google Classroom by using the 'Self-Help videos' on the school website.
- In the event of partial or full closure, support their child to help maintain a structure to their day and motivate them to complete work set in a timely manner, during school hours (if possible).
- Make the school aware if their child is unable to complete work (This may be due to illness or another issue such as access difficulties).
- Follow the protocols for technical support as outlined below (section 2.9).
- In-line with school safeguarding procedures and GDPR, do not join Google Classrooms.
- Understand that the normal protocols for communicating with school staff apply. Therefore, any requests to communicate with a teacher should be made via telephone to the school office or, in the case of full closure, the generic info email account.

2.9 Technical Support for Online Learning

Online learning can present unforeseen challenges that are not associated with traditional learning methods. Technical issues will be addressed as promptly as possible to support learning both when pupils are in school and at home if the school is closed.

If a pupil encounters a problem with Google Classroom when the school is open, they should:

- Check the online learning section of the school website for support.
- Consult the teacher who owns and manages the Google Classroom so they can work to resolve the issue.
- If the teacher is unable to resolve the issue, the details will be forwarded to a member of technical support staff.
- The technical support staff will respond to the teacher who will relay the relevant information to the pupil.

If a pupil encounters a technical issue when the school is closed, they should:

- Check the technical support section of the school website that includes solutions to common problems
- Complete a technical support form and a member of staff will contact you as soon as possible.

2.7 Policy References

This policy is in line with the whole school policy on, Safeguarding and Child Protection, Acceptable Use of ICT, Teaching and Learning and GDPR Guidelines.

2.8 Monitoring and Review

The policy will be reviewed on an annual basis by the Senior Leadership Team

TEACHING AND LEARNING

Parents and pupils are advised that the following arrangements will be made in the various scenarios below:

SITUATION	GUIDANCE ON POTENTIAL ACTION
Teacher absence due to Covid (but well enough to work from home)	<p>Teacher to indicate in email communication with DC/BH if they are well enough and can set work and date of return.</p> <p>Setting and sending work:</p> <p>KS3/KS4: Work to be sent to: Ann Mc Crystal, JG, all staff and sub teacher (email address) via email. HOD to check (if possible).</p> <p>KS5:</p> <ul style="list-style-type: none">• Post work on Google Classroom/give brief details on cover sent and if you are completing lessons via Google Meets Inform students in stream.• Inform the Form teachers of Year 13 or 14 <p>Year 13: AG and LD Year 14: MM and JM.</p> <ul style="list-style-type: none">• If it is a collaboration class inform Mrs McBride via email - Collaboration pupils will remain in their own school.

<p>Teacher ill (Covid) (not well enough to work from home- and unable to set work)</p>	<p>Teacher to indicate in email communication with DC/BH if they are not well enough and can't set work.</p> <p>Setting Work: (Each Department Develop their own system)</p> <p>For example:</p> <p>Generic list of contingency books/worksheets and location drawn up by department team.</p> <p>KS3: Contingency hard copy booklets/textbooks</p> <p>KS4: As above</p> <p>KS5: Pupils directed to contingency work on GC.</p> <p>Another method.</p> <p>Consideration point:</p> <p>If an A Level teacher is going to be off for more than 2 weeks, SLT will (in consultation with teachers, consider timetable changes or another solution to enable specialist teaching to take place. SLT will write to CCEA/Examination board to inform them that no specialist teacher was available).</p>
<p>Pupil ill (Covid/ other illness), pupil is well enough to work from home</p>	<p>Normal catch up on return to school.</p> <p>KS3: Contingency work on Google classroom may be provided.</p> <p>KS4: Contingency work on Google classroom.</p> <p>At the teacher's discretion, bespoke work may be placed onto Google Classroom.</p> <p>KS5: At the teacher's discretion, bespoke work may be placed onto Google Classroom.</p>
<p>Pupil ill with Covid (not well enough to work from home)</p>	<p>Normal catchup on return to school.</p>

<p>Exceptional closure (for example snow day/ concerns with weather)</p>	<p>At the teacher’s discretion, bespoke work may be placed onto Google Classroom. .</p> <p>KS3: Contingency work on Google classroom may be provided.</p> <p>KS4: Contingency work on Google classroom.</p> <p>KS5: At the teacher’s discretion, bespoke work may be placed onto Google Classroom.</p> <p>If work is not provided on Google classroom:</p> <ol style="list-style-type: none"> 1. Revisit and revise My Maths activities (passwords available if lost from office) and 2. Quiz on Accelerated Reader and 3. Complete Reading Activity and 4. Complete Revision or Study prior work.
<p>Strike days</p>	<p>No work will be provided during official strike days, as per guidelines from Unions. This information will be communicated to parents prior to the strike day.</p>

<p>Class/Year group sent home for Remote Learning</p>	<p>Pupils follow their normal timetabled subjects for the Remote Learning Day.</p> <p>If the Learning Tutor is in school: At 9.00 Form Class register on Google Meets - All pupils must attend.</p> <p>Teaching and Learning:</p> <p>Teachers will: Post work throughout the school day .</p> <p>Pupils will: Complete the work in their exercise books and there will be no requirement to upload work onto Google classroom.</p> <p>Teachers and Pupils will: Revisit and follow-up on completed work /content to ensure understanding in the next face-to face lesson.</p> <p>Should there be a delay in work being posted pupils should:</p> <ol style="list-style-type: none"> 5. Revisit and revise My Maths activities (passwords available if lost from office) and 6. Quiz on Accelerated Reader and 7. Complete Reading Activity and 8. Complete Revision or Study prior work or 9. Complete Contingency work <p>Pupils with SEN will be contacted via the Google classroom by their teaching assistant who will offer support and guidance throughout the day.</p>
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Appendix 1 What Remote Learning Looks Like @ Sperrin



Google classroom and Google meet are the platforms used by Sperrin College staff and pupils for remote Learning.

General Administration

- ✓ All pupils use C2K accounts (3 dots appear beside their name under the **People** tab if under C2k)
- ✓ Pupils who signed in with other user account names are removed. Parents should not sign into google classrooms; they will be removed in-line with Safeguarding and Child Protection Policy.
 - ✓ **Codes** are disabled (under the **Setting Cog**) once all learners are in the classroom.
- ✓ Pupil Comments on the **Stream** area are discouraged, unless necessary to learning and authorised by the teacher.

Google Classroom Skills Development for pupils when in School

- ✓ Google Classroom is used as a learning tool to up-skill pupils for some homework tasks
 - ✓ Pupils are shown/directed towards self-help videos produced by the school
- ✓ Pupils are informed of the correct protocols and etiquette on Google Classroom during Learning Tutor time
 - ✓ Pupils are asked to confirm their ability to access or see feedback given

Pupil Focused learning on Google Classrooms

- ✓ Work is posted in the **Classwork** area, not the **Stream**
- ✓ Work is organised in **Classwork** under **Topic** Headings
- ✓ There is an Independent Learning section to address individual/small group absence
- ✓ A **Due Date** is allocated to assignments, with consideration given to work rate and on-line learning
- ✓ A **Google Doc** template may be shared with each pupil to help with 'Turn In' issues

Learning and Teaching on Google Classroom

Our approach to remote learning is reflective of the principles outlined in the school's Learning and Teaching policy. In addition, the following is also given consideration:

- ✓ **Materials/Assignments** are posted with instructions for pupils to follow
- ✓ In some subjects, teachers may use **Voice-Over/Screencast** to aid understanding and learning
 - ✓ Pupil focused **learning goals** and **success criteria** are set for more substantial pieces of work
- ✓ 'What A Good One Looks Like' sample responses may be uploaded for pupils to use as a reference for more substantial pieces of work.
- ✓ Higher Order questions are set and/or the **Question Function** may be used to promote peer discussion
- ✓ Depending on the nature of the subject, a variety of task types and resources (videos, links to web resources, images etc.) will be used
- ✓ Assessment for learning activities will be conducted. Examples may include: questioning, **quizzes**, self-assessment activities, plenaries, exit tickets, topic tests
- ✓ For more substantial pieces of work, pupils will be provided with feedback on their work. This can be in a variety of forms and is subject and task dependent. Some examples include: whole class feedback in the main stream, **rubric** style feedback, individual comments on work, comments in the Private **Comment** section or **Voice Feedback**.

Best Practice Guidance

- ✓ The details outlined in the College's Remote Learning Policy are adhered to
General Administration

- ✓ All pupils are using C2K accounts (3 dots appear beside their name under the **People** tab if under C2k)
 - ✓ Pupils (or others) signed in with other accounts are removed
 - ✓ **Codes** are disabled (under the **Setting Cog**) once all learners are in
- ✓ Pupil Comments on the **Stream** area are discouraged or disabled, unless necessary to learning

Improving Google Classroom Skills When in School

- ✓ Google Classroom is regularly used as a learning tool to up-skill pupils
- ✓ Learners are shown how to navigate individual Google Classrooms and informed of best practice to “**turn in**” work
 - ✓ Pupils are shown/directed towards self-help videos produced by the school
- ✓ Pupils are regularly reminded of the correct protocols and etiquette on Google Classroom by Class Teachers
 - ✓ Pupil/LSA feedback is regularly used to gauge the quality of the Google Classroom
 - ✓ Pupils are asked to confirm their ability to access/see feedback given

Pupil-Friendly Google Classrooms

- ✓ Work is posted in the **Classwork** area, not the **Stream**
- ✓ **Assignments** are given a dedicated number for ease of reference (#001)
 - ✓ Work is organised in **Classwork** under **Topic** Headings
- ✓ There is a clearly entitled Contingency or Independent Learning section to address individual/small group absence
- ✓ A **Due Date** and a specific **Time** is allocated to assignments, with consideration given to a slower work rate in on-line learning
 - ✓ **Assignments** posted late in the evening by teachers are held in **Draft** form until the next day
 - ✓ **Google Doc** templates may be shared with each pupil to help with ‘**Turn In**’ issues
 - ✓ There is a consistent approach to the setting of **Assignments** and **Turn In** of work

Effective Learning and Teaching on Google Classroom

- ✓ Clear, bullet pointed, **explanations/instructions** are used
- ✓ **Materials/Assignments** are not posted without instructions for pupils to follow
 - ✓ **Voice-Over/Screencast** is used to aid understanding and learning
 - ✓ Student-friendly **learning goals** and **success criteria** are set
- ✓ **WAGOLLS** are provided for assignments or there is a **WAGOLL** area in **Classwork**
 - ✓ Reference is made to prior learning or **links** are provided to relevant prior assignments
- ✓ Higher Order questions are set and/or the **Question Function** is used to promote peer discussion
 - ✓ There is a variety of task types and resources (videos, links to web resources, images etc)
- ✓ Differentiation is applied, with consideration given to stretch and challenge, scaffolding of tasks for SEN learners and support for New Comer students
- ✓ Regular AfL activities are conducted such as: **quizzes**, self-assessment activities, plenaries, topic tests...
 - ✓ Pupils are provided with regular feedback on their work in a variety of forms: whole class feedback, rubric style feedback, individual comments on work, comments in the Private **Comment** section, **Voice Feedback...**