



GREATFIELDS SCHOOL

Remote Education Policy

Approved by SLT:

Date: July 2022

Approved by Local Governing Board:

Date: July 2022

Next Review Date: September 2026



Partnership Learning

**Purpose:**

*To strategically plan for alternative online education in the event of a lockdown or other event.
To ensure that learning continues as effectively as it would during normal school opening.
To support individual students who have to self-isolate during normal school opening.*

Key principles:

- The curriculum should continue as normal – new learning should still take place.
- Work set should still be as challenging as normal lessons.
- A variety of tasks should be set to keep students engaged.
- Students should still have regular communication with their teachers and receive regular feedback on their work.

1. What learning platforms do we use?

When students are required to complete remote work, this will be set on **Microsoft Teams**.

Students can log on to Teams, through the 'Teams' or 'Email' button on the front page of the school website. To access teams, they will need to sign into their account using their school email and password.

If a student has lost their email or password, the student or their parent should contact their Head of Year ASAP.

In the event of a full lockdown all email/password requests can be sent to homework@greatfieldsschool.com, which will be checked daily.

2. How do we support students without access to ICT?

For students who do not have ICT facilities at home, paper work is provided.

In the event of a full lockdown, this can be picked up weekly from reception.

If a student is isolating during a normal school opening, this can be collected from reception or posted home if necessary. Parents are asked to contact their child's Head of Year if paper resources are needed.

Where possible we will provide students with a DfE or school funded laptop, however these are limited and are distributed based on priority need.

All students who are eligible will be invited into school where possible.





3. What type of work should be set?

It is important students continue with the new curriculum. Work will be set in line with the lessons on the normal SOW to teach **new content**. This is to ensure that students do not fall behind because of a lockdown or isolation.

For remote education, we stay committed to our core principles of what we want students to receive in great lessons.

Core principle	What does this look like?
Clarity of Learning Outcomes	<ul style="list-style-type: none">• Students are provided with clear learning outcomes for each piece of remote work. These outcomes should be clearly stated as the title on Teams.• Students are taught the same content as per the curriculum plan and SOW – we continue with ‘new’ learning.
Challenge	<ul style="list-style-type: none">• Remote learning is as challenging as face-to-face learning.• A variety of tasks are set such as note taking, summarising, research, creating mind maps, extended writing, subject specific pre-reading, applied questions etc...to really stretch the students.• Remote lessons are kept simple and accessible: only 1-2 resources per lesson are used. Too many resources have overwhelmed students.
Independent learners	<ul style="list-style-type: none">• Tasks must be accessible to all students. Teachers will set the same types of resources that they would normally do for different ability groups.
Learning Checks	<ul style="list-style-type: none">• Students will be able to check the work they complete. They will be provided with mark schemes or model answers.• Teachers may also use online quizzes such as Seneca and Maths Watch to check. Teams also has the capacity to set an online quiz as an assignment.
Collaboration	<ul style="list-style-type: none">• Students are encouraged to message their teacher questions about the remote learning via e-mail or Teams.• Students and staff can collaborate via Teams by commenting on pieces of work that have been submitted.





4. *How can we communicate with students remotely?*

Daily Form Time:

In the event of a full lockdown, there will be a live form time for students every morning on Teams at 8.40am. This is an opportunity for students to ask any questions and for teachers to go through the work that needs to be completed that day.

Video Lessons:

Feedback from students, has shown how strongly they benefit from face-to-face contact with their teachers. This is important to give them more support with the remote work but also to provide them with a sense of familiarity when they are working from home.

A video lesson will be recorded by staff to accompany any assignments set on Teams.

Learning Surgeries:

In the event of a full lockdown, staff will schedule one learning surgery per week, at the usual time they would teach the lesson.

A learning surgery is an opportunity for a teacher to answer any student questions and to go through some key topics or questions they want to cover with their class.

These will run on Teams, and will be set up by teachers using the 'Scheduling a meeting' function. Students will receive a notification when a learning surgery has been set; they can access the surgery through their email calendar or directly on the Teams page for that class.

We expect students to follow the same behaviour standards in a learning surgery as they would in normal lessons:

- Please be respectful to all participants in the learning surgery.
- Please use the chat and unmute appropriately.
- Any students who have anything inappropriate in their name, picture or comments will be immediately removed from the call and reported to their HOY.

Email Communication:

All students have been set up with their school email accounts. If they want to communicate with teachers they can either message them through the chat option in teams, or send a class email.





4. *How accessible will the work be for students?*

Teachers will ensure they differentiate their work as they do for normal lessons.

- To support lower attaining students the video lesson will contain clear instructions for each task set.
- To keep lessons simple teachers will avoid creating multiple types of resources for each lesson.
- For LPA classes, it is best practice to create a booklet/pack with all the activities in one document.
- Online tasks set should be formatted to allow space for students to complete their work; these should not rely on them to complete work in their exercise books or paper.
- Teachers will scaffold the lesson using normal techniques such as: using images, matching exercises, scrabble, anagrams etc, to break down extended tasks.
- Lesson sequencing: each lesson should start with a short recap from the previously lesson; this will allow students to link ideas together.

5. *How frequently will work be set?*

Students should be set work either in line with their normal school timetable.

During a full lockdown, to avoid students feeling overwhelmed with their remote work, work will not be set for practical subjects of PE and Performing Arts. An optional project for Art will be set fortnightly.

6. *How will work be assessed?*

- One piece of work will still be 'deep' marked on Teams every 3 weeks as per the assessment calendar on SOW.
- Students who are completing work via paper work packs, may return their formative assessment to be marked by hand.
- Students who are not submitting work on Teams will be referred to HODs.

