ST MARY'S CALNE

Remote Learning Policy

1. Introduction

St Mary's Calne is very much set up to help support and guide pupils' learning via lessons, pre-arranged meetings with teachers outside of lessons, and through the excellent pastoral care our 1:1 tutoring and horizontal boarding provide. However, there will be times when a pupil cannot be physically present in the classroom or in school but is able to continue learning. During such times the onus is on the pupil to be pro-active in keeping up-to-date, working with their tutor and independently.

Teachers are issued with a device on which to work remotely if needed. Pupils in the LIV and MIV Form are issued with an iPad, and those in older years have a laptop. Devices should be regularly updated in accordance with advice from the Computer Services Department and checked in to ensure it they are properly set up for remote working.

2. Teachers Working Remotely when absent from School

Where a teacher is unable to come into school due to being unwell, work should be set via the VLE for each lesson. Pupils in the Fourth Form (and LV in the Autumn Term) work in their normal classroom and are covered by a member of staff. Older years should work independently in House. If the teacher is not unwell and able to teach live, they will continue teaching lessons using Teams via the Calne Connected platform.

3. Pupils Working Remotely when absent from School

Teachers should use either the Virtual Learning Environment (VLE) or direct email communication to ensure instructions, resources and prep are passed on for the pupil to keep up-to-date with their work. In some circumstances this might be initiated and collated by a tutor and then passed on to the pupil or their parents or guardian. In very rare circumstances it may be possible to live stream or record lessons via the Calne Connected platform.

4. Calne Connected: Working Remotely in the event of Extraordinary Circumstances

This sub-section outlines what should occur in the event of the physical school-site closing and teaching is moved to Calne Connected, using Teams to deliver live lessons. Where allowed, vulnerable children will be catered for on-site and, where directed, children of critical workers will be offered the same provision. Where appropriate devices are offered to pupils in need.

Pupils should be encouraged to take physical copies of any annotated set-texts, textbooks and resources (e.g. calculator, laptop, etc) that will be useful to their learning ahead of any closure.

Teachers should continue to teach live lessons via Teams using the pre-existing timetable, although lessons will be shortened to 40 minutes to allow for a reduction of screen-time and to facilitate administration of home learning.

4.1 What constitutes best practice in remote learning?

Our chosen model of delivering learning content live via Teams allows pupils to work with their teachers and receive instant feedback on their work. To ensure that pupils can effectively manage their time, tutors meet individually with pupils once a week and also as a tutor group. Prep continues to be set, but will be reduced if workload becomes too great.

Lessons will continue to be engaging, insightful and deliver clear learning outcomes. Elements which make on-site lessons so effective should be replicated with variety and pace. Regular training and support are given to teachers to use an 'umbrella' of online applications (e.g. Teams, Forms, Firefly, NearPod, etc) to deliver and share the best lessons possible. The Deputy Head Academic and Director of IT produce a best practice policy to which teachers refer for ideas and advice.

4.2 Learning Support

The 1:1 Learning Support lessons continue via Teams as part of Calne Connected. Alongside class teachers, the Head of Learning Support helps to identify and resolve any issues for pupils with specific learning difficulties, for example visual or hearing impairments.

4.3 How much work should be set?

In the event of all work being set and completed remotely, it must be remembered that tasks will take much longer for pupils to finish than envisaged. As a general rule of thumb, caution is used when setting work and the amount of prep is reviewed on a regular basis with adjustments made if needed.

4.4 Giving Feedback

It should be referenced in the task set which aspect of the work should be handed in and feedback given. Teachers have access to equipment designed specifically for giving feedback to online work. Where pupils produce work on paper, they have clear instructions on how to use their device to scan and send it as a PDF. Use of Class Notebook / OneNote is actively encouraged. Where appropriate whole-class feedback can be given.

4.5 Assessments

Tests and assessments can still be set either under timed and closed-book conditions observed via Teams, or open-book.

5. Links to other Policies

This policy complements those outlined below and should therefore be read in conjunction with:

- Safeguarding Policy (Child Protection)
- Behaviour Policy
- Anti-bullying and anti-cyber bullying
- Staff Code of Conduct
- Learning Support and EAL