

## **Ratcliffe College EYFS and Preparatory School Distance Learning Policy April 2020**

### **Rationale**

The Distance Learning Policy is designed to reflect the aims of the School's Mission Statement. We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have "*Strength of Mind, Strength of Values, Strength of Purpose*".

### **Aim**

To ensure, as far as possible, that students have access to learning materials and input from teachers to support their learning, even if the College has to close. Any decision to close the College will be guided by advice from external government agencies.

In the event of a school closure, Ratcliffe College is committed to providing continuity of education to its students and will do so through a process of distance learning. When school is suspended, the following guidelines will be put in place.

We are mindful that minimising the amount of time children spend at a screen is important. Younger children's requirements are different from older pupils- so age appropriate guidelines have been included. We have also considered how best to meet the needs of SEND students. Class Teachers will use a balanced approach of blended learning - both online and offline.

### **Teachers**

**All staff are equipped with a functional device they can take home and are skilled to deliver work using Google Classroom, email and the VLE.**

- It is the responsibility of all teachers to ensure that all their pupils know how to interact with Google Classroom (KS2) and the VLE (KS1).
- Working closely with SMT class teachers will provide a rich age-appropriate distance learning programme for their class based on the schemes of work of the EYFS and Preparatory School curriculum.
- Class teachers will keep a close pastoral oversight of the children in their class and maintain as much as possible a supportive sense of class identity.

### **Parents**

- Parents should, where appropriate, encourage and support their child's learning by finding an appropriate place at home for their child to work and help establish a structured school day based on the broad three lesson structure of English, Maths and Topic work set out below.
- They should ensure their child has access to a computer and check that the work set is completed and returned to the teacher.
- Parents are asked, where possible, to support the teachers should they arrange for small pastoral Google Meets of 4-6 pupils at a time, by ensuring the children are ready to start the meeting. Parents should not use this as an opportunity to speak to the staff themselves. Parents should contact class teachers if they have any pastoral or teaching

and learning concerns via email. A full list of staff emails can be found on the school website.

- *The School and your child's teachers recognise that parents will be juggling many different challenges at home each day and that it may not be possible for parents to support their child's learning. Parents are asked to seek guidance, reassurance and support from their child's teacher. While teachers will be setting work for all students, the School fully appreciates that there may be occasions when work cannot be completed. Teachers will do their best to help every child and ensure work is caught up at a later date or when children return to school in the future.*

## **Pupils**

- All pupils should check the work set each day on their Google Classroom /email. They should aim to complete work set on the day it is received.
- They should try to complete all set work to the best of their ability.
- They should use email/Google Classroom to communicate with teachers and ask specific questions, if they do not understand the work. Questions should be posted on the Classroom Stream, where possible.
- Teachers will endeavour to answer questions on the Classroom Stream. Hopefully, this will answer most student questions without the need for additional email traffic. Not all learning can, or should, be done online.
- Pupils should choose a range of work from different subjects and activities during the day and use their own initiative: Reading, exploring, exercising, playing and creating should be part of a day. Weekly Chaplaincy and Christian Living Assemblies and a weekly co-curricular programme including House Competitions will be offered to pupils to enhance their core learning.

## **Distance Learning Provision for EYFS and the Preparatory School**

- Cygnets– Lead teachers in Cygnet 1 and 2 will provide a mind map of ideas to support learning across the 7 Areas of Learning each week. This will be posted on the VLE.
- Swans and Year 1 - Class teachers will use the VLE as the main forum for Distance Learning for their classes. Parents will send completed work /children's activities to teachers via their online Tapestry account. Emails will also be used to support learning where this is needed.
- Years 2-6 – Class Teachers will set work for pupils to complete via Google Classroom, supported by physical resources sent home where possible.

## **SEND and Learning support**

The Preparatory School Learning Support Teacher will liaise individually with parents via email to support pupils with specific learning needs. Communication and activities with pupils will be shared using Google Classroom (KS2).

## **Setting Tasks**

Work must be set on a daily basis by the Class Teacher, broadly following the agreed Remote Access Timetable as follows:

- Morning activities – English (including weekly spellings), Maths (including weekly tables or mental maths challenge) and Reading.
- Afternoon activities – Topic-based work and Exercise.
- The work should be planned in advance, and set to go live on the appropriate day of the week.

- A daily physical exercise activity will be set for all pupils in the Preparatory School by the Head of Preparatory School Sport.
- A daily Music Activity will be set for all pupils in the Preparatory School by the Head of Preparatory School Music.
- Tasks should be clearly labelled using curriculum subject names and the date so that pupils and parents can find things easily, e.g. English, Maths.
- Teachers should utilise the resources available to them which includes: Phonics Play, Twinkl, Curriculum Visions, Collins Connect (Music), Hamilton Trust, Abacus Evolve, Linguascope, MyMaths, Spelling Shed, Times Tables Rock Stars, Ten Ten, White Rose, BBC Ten Pieces, Full Suite of Pearson resources and videos.
- The School will provide pupils with a 'Take home pack' which must include a reading book and exercise books for Maths and Writing.

### **Expectations of work set**

The amount of work set should reflect the length of independent tasks usually given in lessons. One twenty to thirty minute activity/task should be set, with an optional extension task.

It is understood that learning activities may differ from those in a classroom setting in school. However, teachers should clearly identify the intended outcome of the work, for example, 'by the end of this week's lesson(s), you should have completed. ...'

Where possible, tasks should replicate the structure of lessons taught in school, e.g. a brief introduction and Learning Objective, game or mini-plenary task, examples/modelling/a commercial video clip, references back to previous work. Where appropriate, breaking work down into chunks will be helpful too. In certain subjects, tasks will be a consolidation of previously learnt skills, for example, it would be extremely challenging to introduce a new concept in Maths, therefore reinforcement and progression in an area would be expected.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading comprehension
- SPaG
- Reading Journal
- Maths worksheets/excerpts from textbooks (especially those with explanations)
- Working through a presentation provided by the teacher.
- Watching a relevant video resource and making notes from it.
- Visiting websites that have an interactive aspect (e.g. BBC Bitesize)
- Linguascope (ensure pupils have passwords)
- Completing a task electronically (e.g. WORD, PowerPoint, blog, Video diary)
- Completing a listening exercise, followed by report (BBC School Radio)
- Physical/practical based tasks to ensure they are not spending too much time on their devices.
- Project based learning – a series of mini tasks to complete each week to build up to a final outcome.
- EYFS activities will be largely practical

Teachers should take into account pupils with SEND/More Able/EAL needs so there are appropriate expectations of the work they will produce - a 20-30 minute task - appropriately differentiated - plus an optional extension, supports a range of abilities.

Teachers should be mindful of setting tasks over-reliant on technology. Some pupils will have good access to the internet. Others will not. A student's access to technology may have changed as whole families are working from home. It is important to set alternative or complementary learning activities that do not require technology.

Not all learning can, or should, be done online and young people should be able to work on a range of activities, and to use their own initiative. Reading, exercising, playing and creating should be part of a student's day.

### **Monitoring and Communication**

#### **Teachers' Assessment and Feedback to pupils**

- Teachers will assess pupils' work and provide feedback where appropriate through Google Classroom (KS2).
- In KS1 and EYFS teachers will use Tapestry to provide pupil comments and emails to communicate any further feedback where necessary.
- Teachers should wherever possible provide " 2 stars and a wish" in their feedback to praise and support endeavour and to encourage and support next steps.
- Pupils can ask questions about their work via Google Classroom stream or if this is not possible, via email. Teachers will reply to emails and comments in Google Classroom within a 48-hour period and often far quicker.
- Teachers can allow pupils to self-assess by providing them with answer sheets, usually the following day.
- Teachers should be clear with pupils about which work should be sent back to the teacher for feedback and assessment.
- Pupils can create an online exercise or project book - a Google Doc - that can be shared with their teacher when the project is completed (or shared via email.)

#### **Monitoring and Evaluation of teaching and learning**

A member of SMT will be assigned to each year group and to their Google Classrooms to monitor work set across the year group and help evaluate the level of progress and attainment of the pupils and to support the class teachers should issues arise.

Each teacher will complete a weekly log for their teaching and learning including sections on what went well and what did not to share with SMT for whole school monitoring and evaluation

Class Teachers will have 'Briefing' via Google Meets every Monday, Wednesday and Friday to ensure staff are well supported and maintain a strong school identity as we continue to fulfil our mission as a school.

A member of SMT will meet weekly via Google Meets with specific year groups to review and support distance learning.

#### **Communication with Parents**

- Teachers will use their school email account for any contact with parents.
- Teachers should contact parents directly if a pupil has not engaged in distance learning for a 48-hour period. This will also be recorded on CPOMS.
- No teacher or pupil is expected to answer queries after 4.00pm as downtime, away from the computer is essential.

- If a member of staff is too unwell to set work, they should contact the Deputy Head, who will ensure appropriate alternative provision is put in place.
- A member of SMT is in each Prep School Google Classroom to monitor distance learning provision and to help facilitate support and cover if required.
- Interim reports may be issued to parents to replace parents' evenings.

### **Catholic Life and Co-Curricular Provision**

The SMT will work closely with the teaching staff to provide a rich provision of Chaplaincy Liturgies and Prayers to help the school community to continue to be nurtured in its Catholic Life through a school closure. There will also be a weekly Christian Living/PSHCE assembly theme for the children to reflect on with a number of supportive tasks to do. Each fortnight there will be a range of at least 3 or 4 club activities the children are invited to take part in including sport, music, cookery and art and craft.

The Catholic Life and the Co-curricular life of the School will be organised through the Google Classroom: Newman Hall and all school news including pupils of the week and Head's commendations will be celebrated through the weekly Friday Newsletter.

### **Pastoral Care**

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, teachers (under the guidance of the Deputy Head will check-in regularly with parents of pupils (via school email) to monitor both academic progress and their general wellbeing: a message at the start and end of the week should offer support and let the pupils know that they are able to contact them with any issues arising.

Teachers will be expected to pass on feedback to the Preparatory School Deputy Head, and for Nursery Staff to the Head of EYFS, particularly if there are concerns or a lack of communication.

### **Use of technology to support teaching and learning**

The Preparatory School is currently embracing ways of using technology in a more interactive way, to support Teaching and Learning. Teachers are encouraged to develop new ways to deliver learning materials to pupils in using technology. This may include using:

- A voiceover on PowerPoint presentations, so pupils can hear the teacher explaining the slides and directing their learning;
- Pre-recorded lessons using Google Meet.
- A weekly Google Meet to speak with pupils in small groups (House groups where possible) to discuss both academic and pastoral topics.

### **Safeguarding for Distance Learning**

Online teaching, as per the Distance Learning Policy, should follow the same principles as set out in Ratcliffe College Staff Code of Conduct policy. Students and staff must continue to adhere to the Ratcliffe College Acceptable Use Policy (AUP).

Ratcliffe College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Ratcliffe College have issued staff with a Google Chromebook or laptop to support the delivery of remote learning.

Below is a list of some of the things teachers have been asked to consider when delivering virtual lessons, especially where webcams or video or audio may be involved:

- All Google Meet lessons must be via a Ratcliffe College account. Staff **MUST NOT** use their personal google account to initiate a Google Meet lesson. The member of staff must log in with their Ratcliffe username and password through RM Unify;
- Staff must only use platforms provided by Ratcliffe College to communicate with students. For example, Google Meet, Google Classroom and email. Should a member of staff wish to communicate with students via a different platform, permissions must first be given by the College;
- 1:1 lessons may happen if pre-arranged with parents and the head of department is aware. A parent must be present both at the beginning and end of the lesson.
- Staff and students must wear appropriate attire, as should anyone else in the household in cases where the video camera is on during lessons;
- Devices must be used in appropriate areas of the home, and the background should, where possible, be neutral. Teaching should not take place in bedrooms, for example;
- 'Live streamed classes' should be kept to a 10-20 minute maximum;
- Students or staff must not reproduce, edit or pass on to anyone within the College or external to the College any online resources created by the College, including video or audio. For example, pre-recorded audio clips or video;
- Communication by both students and staff, spoken, recorded or written **must** be professional and appropriate at all times;
- Family members should not be present in the background and must not 'join in' with classes;
- Staff should record in their planner the date, time, attendance of any sessions held;
- Before commencing a lesson via Google Meet, staff should inform students that they must turn their camera off;
- At the end of the lesson on Google Meet, the member of staff must be the last person to leave the session to ensure the students have left and close the meeting.

Father Christopher Cann  
Head of Preparatory School