

Author: J Davis/ K Ryce/ C Donegan	Receiver: Parents
Review Date: September 2020	Next Review: September 2021

Ratcliffe College

RATCLIFFE COLLEGE DISTANCE LEARNING POLICY for Senior School Parents APRIL 2020

***CURRENTLY UNDER REVIEW SEPTEMBER 2020**

This policy applies to the Senior School and was written by:

J Davis, Assistant Head Academic

K Ryce, Senior Deputy Head

C Donegan, Deputy Head Pastoral

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.

The decision to close the School will be made following advice from Government agencies, in consultation with the Chair of Governors. In the event of a College 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 cutting down on screen time is important. Younger children's requirements are different to older students - so age appropriate guidelines have been added. We have also considered how best to meet the needs of SEND students. Subjects need to decide the most appropriate route for their departments; a balanced approach of blended learning - both online and offline - is required.

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.

- Teachers should communicate work set for students via their chosen method e.g. Google Classroom or email. It is important that all teachers make clear to students the method they are using, to avoid confusion over where students should look.
- It is the responsibility of teachers and students to ensure they know how to use Google Classroom or email effectively.
- PE Department will suggest a programme of exercise and associated project learning for the week, age appropriate.

Setting Learning Tasks

Years 7-9

- ***DT, Art, Music, Drama, Food Science, History, Geography, ICT/Computing***

Teachers will set work at the beginning of the week - or their first lesson in the week, covering the lesson(s) for the whole fortnight and be available at the beginning of the first lesson to answer any queries regarding the work set. This is to allow students flexibility and choice in managing their workload and, very importantly, cutting down screen time. It is envisaged that small tasks will build into a larger project/ work that can be evidenced.

- ***English, Maths, Science, RS, MFL, Latin***

Teachers will set work at the beginning of each day (when they have a timetabled lesson) and be available to answer questions during their set timetabled periods, at the beginning of the lesson, during the first 15 minutes.

Years 10-12

- Teachers will set work at the beginning of the day- or their first lesson in the week, covering the lesson(s) for the week. This is to allow students flexibility and choice in managing their workload and cutting down on screen time.
- Teachers will be available to answer questions on the Google Stream, during their set periods in the first 15 minutes.
- Teachers *may* arrange to teach/speak to students directly via Google Meet in small groups, once or twice a week.

All Years

- The communication must begin with a reference to the date and time of the lesson(s).
- The amount of work set needs to take *into account what is reasonable for students to complete independently, without teacher direction and support. Years 7-10: **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...'
- Teachers should aim to set a range of tasks. The type of task set will vary between subjects, but examples of appropriate tasks might include:
 - Project based learning - a project with mini tasks each week, to build up to a final outcome.
 - Reading and noting new material from a common department textbook or electronic resource.
 - Completing specific questions from a textbook or electronic resource, such as My Maths.
 - Working through subject-specific presentations or worksheets provided by the department electronically.
 - Watching a relevant video resource and making notes on it, for example, from YouTube or Educake.
 - Completing a listening exercise (e.g. in Languages) using Active Learn.
 - Written responses to prompt questions, essay plans etc.
 - Planning or completion of practice questions or past papers, particularly for those in public examination years.
 - Working through relevant exercises offered by an external provider e.g. Seneca
 - Completing a practical task such as drawing, making, creating so screen time is reduced.
- Teachers should take into account students 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 students 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.

Communication and Interaction

- Asking questions to teachers - students will be asked to post questions on the Classroom Stream, if possible, or email. Teachers should answer the questions on the Classroom Stream as well. Hopefully this will answer most student questions without need for a high volume of email traffic. Teachers will check these formats regularly - checking the Classroom Stream will help answer obvious questions. Where possible, teachers should reply in the classroom stream and reply within 48 hours. It is not possible to follow a timetable strictly as teachers have to plan and create resources and mark work and give feedback online.
- Teachers should be clear with students about which work should be sent back to the teacher for feedback and assessment. As usual, feedback should involve the student being encouraged to redraft/revisit their work in the light of feedback. They do not need to re-submit work, unless asked. 'Essay' subjects - ONE piece per fortnight is suitable.
- Students 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.)
- It is the student's responsibility to complete the work or communicate with the teacher why it is not possible to complete a piece of work.
- Teachers should contact parents and report to the tutor if students are not handing in work to agreed deadlines. This should take place at the end of a full week. Deadlines must be realistic and extensions must be given to allow students and parents time to manage access to computers and the internet.
- No teacher or student is expected to answer queries after 4.10pm as downtime, away from the computer is essential.
- If a member of staff is unwell and unable to set work, they should contact their Head of Department to set work for their class. If the Head of Department is unwell, they should contact a member of their team to support them with setting work for their classes.

Subject Leaders

- HoDs should have access to Google Classrooms or emails so they can oversee the consistency and quality of work being set, and make any interventions as they deem necessary.
- HoDs should regularly, at least once a week, check in with their department to ensure that staff are consistent in their approaches and address any potential concerns early on.
- HoDs should provide support to their colleagues to ensure that work is provided as required, and if a colleague is unwell, work is set.
- The SENDco should send a personalised email to any student who is on an EHC plan. SEND students may contact their Learning Support teacher for further support as required.

ALL SENIOR SCHOOL STUDENTS HAVE BEEN TRAINED ON HOW TO ACCESS SCHOOL WORK VIA GOOGLE CLASSROOM, FIREFLY VLE AND EMAIL.

Students have been provided with detailed guidance on Distance Learning: 'Years 7-10' and 'Years 11-13'. Please see separate guides.

Students

- Should check work set each day on Google Classroom /email. They should structure their day: they might follow their normal timetable (recommended for Years 7-9) or create their own timetable (Years 10-13)
- Must complete all set work to the best of their ability.
- May 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. Students 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 student's day. A PE Fitness programme, House competitions, enrichment and co-curricular activities will be offered to students on a regular basis.

Parents

- Should encourage and support their child's learning, where possible, including: finding an appropriate place at home for their child to work; checking, where possible, that set work is completed and ensuring that they have a structured day - this may be following the normal school timetable for the day or creating their own.
- Should contact subject teachers/ tutor if they have any concerns regarding their child's work or pastorally via email. Teachers will respond within a reasonable timeframe (48 hours) to an email during the working week. A full list of staff email contacts 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.

Using technology to support Teaching and Learning.

We are 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 students using technology.

This includes using:

- a voiceover on PowerPoint presentations, so students can hear the teacher explaining the slides and directing their learning;
- Google Meet once a week for 'seminars' with small groups of students to explain the work and check understanding, this may be particularly helpful for classes in Years 10 and above;
- Google Meet with Sixth Formers as teacher led sessions, explaining complex material.

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;
- No online 1:1s, unless the student is accompanied by their parent and another teacher;
- 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;
- 'Live streamed classes' should not be recorded by students or staff in any way, video or audio;
- 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.

Pastoral Care during a School Closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents/guardians. However, tutors (under the guidance of the Deputy Head Pastoral and Heads of Year) will check-in once a week with their tutees (via school email or Google Classroom) to monitor both academic progress and general wellbeing. A message at the start or end of the week should offer support and encouragement and let students know that they are able to contact the Tutor with any issues arising. Tutors will be expected to pass on relevant feedback to Heads of Year via a note in the Daily Log. Where appropriate, tutors may share matters arising with their Head of Year.

Safeguarding during a School Closure

In the event of a school closure, students, parents and staff are reminded that the College's Safeguarding and Child Protection Policy still applies to all interactions between students and staff, as detailed in the policy. Staff must adhere to the safeguarding protocols as set out in the Safeguarding and Child Protection Policy, whether they are at home, in the community or at school. Staff must adhere to the Staff Code of Conduct, which encompasses many of the principles and practices set out in the Safeguarding and Child Protection Policy.

Any questions or concerns about safeguarding should be brought to the attention of the Designated Safeguarding Lead:

Safeguarding concerning Senior School students:

cdonegan@ratcliffcollege.com (Clement Donegan, Deputy Head Pastoral)

adacosta@ratcliffcollege.com (Alison Da Costa, Assistant Head, Head of Boarding)

Safeguarding concerning staff:

jreddin@ratcliffcollege.com (Headmaster)

kryce@ratcliffcollege.com (Senior Deputy Head)

Safeguarding concerning Head Teacher:

martinglynsmith@aol.com (Chair of Governors via Clerk to the Governors)