



## **Our Mission Statement – the reason our College exists**

### **“Learning & Growing in the Light of the Gospel”**

*With Christ at the centre of our learning, we:*

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

## **Our Vision Statement – the long-term change resulting from our work**

### **“Strength of Mind, Strength of Values, Strength of Purpose”**

#### ***Strength of Mind***

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet....’ rather than a ‘can’t do....’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

#### ***Strength of Values***

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Caritas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

#### ***Strength of Purpose***

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

# RATCLIFFE COLLEGE PREPARATORY SCHOOL REMOTE LEARNING POLICY

<b>Author: C. Cann</b>	<b>Receiver: Teaching staff</b>
<b>Review Date: July 2021</b>	<b>Next Review: July 2022</b>

**Rationale** - to ensure that children have access to learning materials and input from teachers to support their learning. Ratcliffe College Preparatory School is committed to providing continuity of education to its pupils and will do so through a process of remote learning.

## **Remote Learning refers to the following situations:**

1. pupils awaiting Covid-19 test results at home;
2. pupils isolating at home after testing positive;
3. a class /Year group sent home after confirmation of positive cases;
4. or a teacher awaiting test results or isolating at home.
5. pupils who are self isolating after being identified as being in close contact with a positive case.

The principles that underpin our Remote Learning Policy follow the UK Government expectations that:

1. *The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.*
2. *All students will continue to follow their full timetables.*
3. *Remote education is integrated into school curriculum planning. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to access the curriculum and so make good progress.*

**Google Suite** has been chosen as the online tool that will be consistently used across the School from Years 3-6 in order to allow a blend of live and recorded interaction, assessment and feedback. Google Classroom will be used in school as a key tool for teaching and learning and communication.

**In Nursery and KS1**, staff will use the school VLE to upload work and pre-recorded lessons (videos). Parents will upload the children's work to their individual Tapestry account. The staff member will email cover staff with the work and will use recorded materials where appropriate to give class inputs.

**In KS2, if a member of staff has to self isolate**, lessons will be covered by cover staff in school and the member of staff will set work via Google Classroom. **If staff are well, they will use Google Meet to communicate with their classes directly.** In KS2 we have the capacity to offer **full remote education** to cover all scenarios as:

1. All staff have a device.
2. Both staff and pupils are provided with training materials (videos/help sheets/training sessions) to ensure that education can continue remotely, if required.

3. All staff have set up Google Classrooms or the VLE and Tapestry for all their classes.
4. All staff will use Google Classroom or the VLE to post information about work covered in the lesson; share relevant lesson resources; and set prep prior or after the lesson, allowing for pupils at home to access the work set. Every effort will be made to post work by the previous evening, particularly if specific resources are needed for the lesson e.g. scissors and glue.
5. Class teachers are responsible for adapting schemes of work and learning resources to support remote learning. Each class will use a curriculum sequence that allows access to high-quality online and offline resources, teaching videos, and that is linked to the school's curriculum expectations. All pupils will have access to these resources.

High quality remote resources include:

- video that allows students to see /hear their teacher explain the work on video so they can learn at their own pace;
  - access to revision and self testing websites
  - in KS2 using Google Suite to support learning including the Google Classroom Stream/Google Forms/Docs/Slides and use of Google Meet.
6. Each class teacher will review their scheme of learning for in-school/ online teaching, ensuring pupils are provided with clear learning objectives, appropriate and stimulating learning resources and assessment opportunities. Learning objectives will be shared with pupils and opportunities for meaningful feedback and assessment will be clearly communicated.

### **A teacher awaiting test results or isolating at home.**

In **Nursery and KS1**, the teacher will speak with the Head of Nursery or Deputy Head of the Prep School who will liaise with the cover teacher to arrange all work that needs to be completed.

In **KS2, if well**, a teacher will set work daily for all classes via Google Classroom and should use Google Meet to communicate with their classes. **If unwell**, staff will follow the instructions for setting work via Google Classroom or the VLE or ask the Head or Deputy Head to set cover if they are unable to.

- Work/ lesson resources/ Google Meet codes for the pupils should also be posted on Google Classroom at the beginning of the day/lesson, with clear instructions that direct pupils' learning.
- The teacher covering the lesson will facilitate pupils joining a Google Meet for staff to explain the work set and teach the lesson, as appropriate;
- Staff should be available to answer questions during the lesson via the Google Meet/ Classroom Stream;
- The post must begin with a reference to the date and time of the lesson(s);
- Teachers should clearly identify the intended *I can....*outcome of the lesson in lesson resources that are posted online.

## **Individual pupils absent from school**

### **In Nursery and KS1:-**

- Class teachers will contact the families of individual pupils absent from school, for example, awaiting test results/ isolating at home, via email, the VLE or Tapestry to provide learning materials. On the same day this may simply be reading or spellings. On Day 2 onwards this will be a fuller provision which enables the child to engage with the wider learning that is happening at school.

### **In KS2:-**

- Individual pupils absent from school, for example, awaiting test results/ isolating at home, will be able to access lesson resources on their Google Classrooms for each subject as from Day 2. On the same day, every effort will be made to post some English and Maths work. As teachers are delivering 'live lessons' in school, they will post information about the contents of the lesson at a convenient time, either before or after the lesson has taken place. Pupils should review the information on the Google Classroom stream which will indicate the work that has been set, which may use printed materials/ textbooks provided previously or online lesson materials.
- When teaching pupils remotely, teachers will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. Pupils will continue to cover the set schemes of work, appropriately differentiated for mixed ability and setted groups. The units of learning will be sequenced, building knowledge and skills incrementally.

## **Groups of students isolating at home - Class or Year group sent home.**

In Nursery and KS1, the class teacher will use the VLE and Tapestry or email to post work for each day. This will focus on three lessons: English including reading and spellings, Maths and Topic. Assemblies will be pre-recorded and shared with families via the VLE. The Head or Deputy Head of the Preparatory School will arrange a weekly assembly via Google Meet or Zoom.

### **In KS2:-**

- Pupils will be expected to join their class via Google Meet for morning and afternoon registration at 9.15 am and 1.15pm.
- Staff will go to their usual teaching room (or home if isolating) for the timetabled lesson and use Google Classroom to set work for those pupils working from home. If a whole class is out of school at the same time Google Meet will be used at least twice a day to enable live interaction.
- Pupils in **Years 3-5** will be able to access the full curriculum through the week via Google Classroom to include specialist taught lessons PE, Music, ICT and MFL. The class teacher will share a simplified timetable suitable for this age group if a whole class is working remotely.
- **Year 6** pupils will follow as closely as possible their 6 period timetable to include their Senior School taught lessons. If a whole Year Group/ Class is isolating, a lesson will be

reduced to 45 minutes. In Year 6 Google Meet will be used extensively to allow for live lessons. Teachers will end the lesson and instruct pupils to log off, with appropriate time to log into the next Google Classroom lesson. Each lesson will be a discrete unit that enables students to consolidate, develop or extend their learning. Each lesson may support development of a longer piece of work, for example an essay or designing an object, but will not use a project format where students are left to work on their own. Teachers and pupils will stay online for the duration of the lesson providing direction and support throughout the period. Google Meet will support all pupils including younger/SEND/EAL students so that the teacher can check with their class 'live' to see if they understand the work set and answer any questions students may have before they start the set work or when they have completed some tasks.

## **Assessment for Learning**

**In Nursery and KS1** the teacher will provide regular feedback via Tapestry for children and parents to share at home. This will identify how well the lesson objective ( I can....) has been met with clear next steps to consolidate or extend their learning.

### **In KS2:-**

- **Marking and feedback** will be online if the remote learning policy is being used to reduce physical handling of books and resources. Online tutorials will be provided as part of an ongoing training programme for staff and pupils. However, not all work will be online or typed: teachers will also provide printed resources, such as textbooks and workbooks, for use in class and at home. Appropriate Textbooks/workbooks/exercise books will therefore be available to supplement online resources. Materials can also be posted out in the event of a lockdown to students unable to access the internet.
- It is crucial that teachers have opportunities to measure how well pupils are progressing through the curriculum, using questions and other suitable tasks and set clear expectations on how regularly students should hand-in work.

**Opportunities to ask and answer questions** will be provided in a variety of formats:

- asking pupils to write in the chat box on Google Meet sessions;
- asking pupils to answer questions by name;
- using quizzes/tests via Google Forms;
- using online tools that allows instant interactivity;
- setting work via Google Classroom , assigning documents to each student that can be filled in and handed back to the teacher for marking;
- **Regular checking of work** will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. Teachers will check students have completed the work set weekly.
- **Core, extension and optional tasks** will be set to enable differentiation and individual choice, with verbal explanations from teachers clarifying key learning points and providing students opportunities to review materials with their teachers in Google Meets. In Year 6, as the timetable will be followed closely, lesson by lesson,

explanations will be communicated by the teacher to the pupils using Google Meet and may be supported by follow up instructional videos and high quality learning resources.

### **Local or National Lockdown**

**In Nursery and KS1:** teachers will post via the VLE or Tapestry a daily provision of English, Maths and Topic work to continue as far as is practicable the term's Schemes of Work, including PE, MFL, Art and Music. Assemblies will be pre-recorded and shared with families via the VLE.

### **In KS2:**

- Pupils will be expected to join their class via Google Meet for morning and afternoon registration at 9.15 am and 1.15pm.
- A live or recorded assembly will be arranged daily after the 9.15am registration.
- Teachers will post the day's timetable and Google Meet code at the beginning of each day. The post will begin with a reference to the date and time of the lesson(s);
- Staff will use Google Classroom to set work for each subject and Google Meet will be used at least twice a day to enable live interaction.
- Teachers will clearly identify the intended outcome of the lesson in lesson resources that are posted online, using the *I can...*
- Teachers will set a range of tasks during the sequence of lessons, and tasks will vary from subject to subject. The purpose of activities and tasks is to activate, demonstrate and apply their learning, following teacher demonstration, explanation and instruction. Teachers will use opportunities via Google Meet for class, group and pair discussions, as talking supports the learning process and allows assessment of student understanding to take place.
- Pupils in **Years 3-5** will be able to access the full curriculum through the week via Google Classroom to include specialist taught lessons PE, Music, ICT and MFL. The class teacher will share a simplified timetable suitable for this age group working remotely.
- **Year 6** pupils will access the full curriculum by following as closely as possible their 6 period timetable to include their Senior School taught lessons. The lesson length will be reduced to 45 minutes. In Year 6 Google Meet will be used extensively to allow for live lessons. All pupils are required to login at the required time, following their timetable and cameras must be ON. A register will be taken for each lesson and absence recorded. Teachers will end the lesson and instruct pupils to log off, with appropriate time to log into the next Google Classroom lesson. Each lesson will be a discrete unit that enables students to consolidate, develop or extend their learning. Each lesson may support development of a longer piece of work, for example an essay or designing an object, but will not use a project format where students are left to work on their own. Teachers and pupils will stay online for the duration of the lesson providing direction and support throughout the period. Google Meet will support all pupils including SEND/EAL pupils so that the teacher can check with their class 'live' to see if they understand the work set and answer any questions pupils may have before they start the set work or when they

have completed some tasks. Teachers will take responsibility for teaching the lessons to replicate an in-school experience as much as possible. The teacher will be online for at least some if not the whole lesson, providing direction and support.

#### **COMMUNICATION AND INTERACTION:**

- Asking questions to teachers - pupils will be asked to post questions on the Classroom Chat box and verbally, during directed teaching time, so they are able to clarify the work set and continue to interact with their teacher, so understanding of the topic can be gauged;
- It is the pupils's responsibility to complete any outstanding work outside of the lesson;
- Teachers should be clear with pupils 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. Core subjects - one core piece per week is suitable;
- Teachers should contact parents if pupils are not handing in work.
- No teacher or pupil is expected to answer queries after 6.00pm;
- If a member of staff is unwell and cannot set work, they should contact the Head or Deputy Head to set work for their class.

#### **Senior Leaders:**

- Senior Leaders will have access to Google Classrooms so they can oversee the consistency and quality of work being set, and make any interventions as they deem necessary;
- Senior Leaders will provide support to their colleagues to ensure that work is provided as required, and if a colleague is unwell, work is set;
- The SENCO will send a personalised email to families of any pupil who is on an EHC plan and set up 1:1 lessons with parental support for their SEND pupils.

#### **Pupils and Parents are provided with this guidance on expectations and responsibilities during Remote Learning:**

##### **Pupils :**

- Should follow their simplified timetable, logging into each lesson on time to be registered;
- Keep their cameras ON so student/teacher interaction can be maintained and the classroom experience can be replicated;
- Use the chat box to ask/answer questions sensibly in the lesson and complete all set work to the best of their ability;
- Use Google Classroom to send work to their teachers on time.
- Must attend registration every day, 9.15am and 1.15pm and other Tutor Times.

##### **Parents:**

- Should encourage and support their child's learning including: ensure your son/daughter attends online schooling; find an appropriate device and place at home to work; and ensure that they have a structured day by following the simplified school timetable for the day;
- Should contact class teachers 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.

## CO-CURRICULAR

In the event of a whole year group self-isolating or national lockdown, the Deputy Head of the Preparatory School will coordinate and publish via Google Classroom/ VLE a range of co-curricular activities each week for children who are accessing remote learning.

## INDIVIDUAL MUSIC LESSONS

When a pupil is at home due to self-isolation/bubble closure/local or national lockdown, Individual Music Lessons will take place in line with the 'Remote Music Lesson Policy' via Google Meet. The lessons will take place at the times published on the child's Individual Music Lesson timetable, accessed via the Parent App. Joining instructions would be sent to parents as a reminder.. The Meet code will be *Musiclesson* followed by the teacher's surname eg. *MusiclessonThompson / MusiclessonFinn*

## SAFEGUARDING FOR DISTANCE LEARNING:

Online teaching, as per the Remote Learning Policy, should follow the same principles as set out in Ratcliffe College policies. 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 device to support the delivery of remote learning. Below is a list of some of the things for staff to consider when delivering virtual lessons, especially where webcams or video or audio may involved:

- All Google Meet lessons will be via a Ratcliffe College account. Staff **WILL NOT** use their personal google account to initiate a Google Meet lesson. The member of staff will log in with their Ratcliffe username and password through RM Unify;
- Staff will 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, permission will first be given by the School;
- There will be no online 1:1s, unless explicit permission is given by the parent and student, and teacher agreement. Audio only or Audio/Visual is permitted.



- Staff and students will wear appropriate attire, as should anyone else in the household in cases where the video camera is on during lessons;
- Devices will be used in appropriate areas of the home, and the background should, where possible, be neutral.
- Students can join 'Live streamed classes' via Google Meet if they are isolating at home or cannot return to school. Lessons can be recorded by the teacher and posted on Google Classroom for students not in school, if cameras are focused on the board/teacher and not students, or switched off.
- Students will not reproduce, edit or pass on to anyone within the College or external to the College any online resources created by the School, including video or audio. For example, pre-recorded audio clips or video;
- Communication by both students and staff, spoken, recorded or written will be professional and appropriate at all times;
- Family members should not be present in the background and should 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 ON;
- 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, Class Teachers (under the guidance of the Deputy Head) will Register each morning with their tutees via Google Meet to lead a prayer, give out daily notices, rewards and attend Tutor Time or an Assembly to monitor both academic progress and general wellbeing. Class Teachers will be expected to pass on relevant feedback to the Deputy Head or Head. All pupils should attend registration. Class teachers will follow up regular non attendance.

### **Safeguarding during a School Closure**

In the event of a school closure, students, parents and staff are reminded that the School's Safeguarding and Child Protection Policy still applies to all interactions between students and staff, as detailed in the policy. Staff will 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 will also 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:

[jcartwright@ratcliffecollege.com](mailto:jcartwright@ratcliffecollege.com) (Jo Cartwright, Deputy Head Preparatory School)

[rgreen@ratcliffecollege.com](mailto:rgreen@ratcliffecollege.com) (Rachel Green, Head of EYFS)

Safeguarding concerning staff:

[jreddin@ratcliffecollege.com](mailto:jreddin@ratcliffecollege.com) (Head teacher)

[kryce@ratcliffecollege.com](mailto:kryce@ratcliffecollege.com) (Senior Deputy Head)

Safeguarding concerning Head Teacher:

Chair of Governors via Clerk to the Governors [martinglynsmith@aol.com](mailto:martinglynsmith@aol.com)

Fr Christopher J Cann

Head of the Prep School

Next Review: July 2022