



ONSITE AND REMOTE LEARNING POLICY 2022 - 2023

Recommended by Committee:	Teaching and Learning Committee on 17 th November 2021
Approved by	FGB on 8 th December 2021
Date of next review:	November 2023 (Reviewed in November 22 with no material amendments)
Responsible Officer:	R Lawrence

Aims and Principles

Comberton Village College aims to ensure that every pupil attains standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard, across a broad, aspirational curriculum.

There is a range of circumstances where numbers of pupils or staff are not able to be present in school. It is crucial that this does not impact negatively on the ability of pupils to keep up with work, so they are not behind when the classroom situation returns to normal.

This document articulates our expectations for our on-site and remote learning provision in a variety of contexts.

On-site provision

- Seating plans will be devised for each classroom-based class.
- Materials which have been used in lessons are put on the class Team / notebook. These do not constitute a remote lesson; they are a way for pupils who are absent to keep up with the work which they have missed.
- Teachers put a summary of all homework on G4S. This consists of a **brief** summary, which could be done at the end of a lesson, for example, 'Go over lesson 5 and complete the tasks on your class Team / notebook.'
- All teaching staff have a responsibility to ensure that the pupils they teach understand how to access and submit work. Some class time should be spent explaining this to pupils.
- It may not be possible to put the learning which has taken place in some practical subjects on the class Team / notebook, e.g. PE, drama, DT. In these cases, staff will use their professional judgement in deciding what information to give, e.g. a brief note on the notebook.
- Pupils are signposted to other sites via a link on the class Team / notebook, e.g. to the CATalogue.
- TAs are assigned to the class Team so that they can support individual pupils.

Setting work for individual pupils who are absent

When a pupil or pupils are absent from a teaching group, they access the work through the class Team / the class notebook according to which is the most appropriate location for the subject.

There is no expectation that teachers will produce both a taught lesson and a comprehensive electronic lesson. However, pupils should be able to understand the lesson objective and access relevant activities and resources. Information in Teams will contain appropriate links, including to the Catalogue. Teachers should log their lessons routinely on the class Team / notebook as described above. This will further serve to advantage pupils who are late joiners or move classes.

Pupils accessing live lessons remotely from home.

When a pupil is absent from school, but the class is still being taught in school, teaching staff may use the Teams video conferencing call (with screen share) to enable the pupil to join the class.

The absence of a whole year group 'bubble' while the teacher remains in school.

It is entirely plausible that year group bubbles have to isolate for short or even extended periods. In this case:

- **The timetable continues exactly as normal.**
- Teaching staff are required to teach pupils who remain in school and also remain responsible for educating their own classes remotely.
- Teachers may choose the most effective means of delivery, drawing on their experience and expertise, using, for example, whole class presentation via Teams, small group work or work which is guided by the teacher's voice.
- Our minimum expectations of staff technical expertise of Teams, the OneNote class notebook, the Teams assignment feature and the CATalogue still apply.

The setting of cover work

If a teacher is absent, they should set cover work unless they are too ill to do so. There is no expectation for staff to set work if they are ill. However, pupils do appreciate it, if the teacher is able to set appropriate work. If staff are too ill to set cover work, they should contact the Head of Department or Head of Subject, giving as much guidance as possible to help set the cover, e.g. by explaining what the group is studying. This will enable the pupils to have a productive lesson.

- Cover work should be placed in the 'Cover' folder on the CATalogue.
<https://catrustorg.sharepoint.com/sites/com-coverwork>
- A seating plan and plan of the cover lesson using the cover pro forma will be provided. These should be placed on the desk / with another member of staff.
- If behaviour sanctions need to be applied within a cover lesson, the Head of Cover and Head of Department should both be informed.

The absence of teachers when they are not ill.

If a teacher is absent, the default position in such a context will be as for the setting of cover work (above). However, if they must remain absent for reasons other than illness, teachers may wish to lead learning in lessons remotely through Teams with the pupils supervised by a member of staff within the class.

Switching to remote learning

If we have to move swiftly to a system of remote learning for all or some year groups / classes:

- All teaching staff have a responsibility to develop and embed their own skills and understanding of how certain core technologies can contribute to their teaching. We should not be restricted in our teaching by a lack of understanding of, or access to, core technologies.
- Heads of Department are responsible for ensuring consistency across their department and for organising training / support to ensure no teacher is left behind.
- Teaching staff should explain to pupils the platforms they should use to access and upload work, if we have to move to a system of remote learning.
- HoDs should continue to develop innovative approaches to ensure that the high-quality provision that our pupils receive when they are on-site is adapted to provide the same high-quality remote learning, where pupils are taught well, assessed and receive feedback on their work.

Quality assurance of remote learning

HoDs are responsible for quality assuring the curriculum in the areas they oversee. They are responsible for designing the curriculum; hence it is important that they have a clear understanding that the curriculum is being implemented in the way they have designed it. This is no different during times when remote learning must take place. In this circumstance, HoDs will do a variety of other activities in addition to / in place of their routine quality assurance activities, including:

- sampling on-line learning activities which are created by teaching staff
- sharing practice via on-line Teams meetings and newsletters
- conducting pupil surveys
- monitoring work submitted by pupils

The development of a Trust 'backstop' curriculum

In the circumstances described above, pupils are being guided through the teaching group's curriculum by their specialist class teacher, whether they are present or absent. This will be the experience of the vast majority of our pupils.

However, there will be certain exceptional circumstances where it is not possible or desirable to attach pupils to regular specialist subject classes. For example, this may be due to a protracted or complex health issue, or because a pupil is following a bespoke programme of alternative provision.

We are looking to move to a position where pupils could, if necessary, access and learn from a fully remote online curriculum, even where there was little or no intervention from a specialist teacher. This would ensure that for every term, in every year group, in each subject they could be pointed to a sequence of lessons that would be accessible, apt, and contain sufficient explanation around relevant resources to allow learning over time.

These lessons could be drawn from a variety of different sources. They may contain sequences of lessons from other nationally available schemes published for example by the Oaks Academy or the BBC. They could involve a combination of lesson sequences developed by our own teachers from different schools in the summer term lockdown.

Clearly, this must amount to more than finding activity for activity's sake. What might constitute the most effective 'backstop' curriculum in each subject is best determined by the collective expertise of our school curriculum leaders pooled collaboratively. We will need to facilitate the mechanisms by which these discussions can be had, and these judgements made.

We will then need to identify the most effective way that this can be signposted to schools and made accessible to pupils. It is highly likely that this will revolve around the CATalogue.