

Archbishop Beck Catholic College

Remote and Blended Learning Policy

Our Philosophy

Our philosophy within the College has always been to provide academic excellence across the College. We will continue to strive to achieve that even under these unprecedented times, which is unfortunately leading to some of our learners having to be educated at home.

We will reinforce our vision with the phrase, '**Only the best will do**,' in providing quality first remote and **blended learning** to ensure all learners reach their full potential. This will support them making their expected progress through remote education by receiving the best provision of learning and teaching possible.

Intent of Remote and Blended Education

This policy will ensure there is a consistent and fair approach for all learners to have the continuous high quality learning provision they would receive in the College as well as at home. The College has already implemented and designed a Recovery Curriculum to support the learner's progress and address any gaps in their knowledge and skills.

All members of the College community are aware of the many learning platforms that are used and applied to enable all learners to access the curriculum efficiently and effectively from home.

Staff have received CPD departmentally as well as whole college and externally on how to use remote learning in supporting learner's academic progress across the subject areas.

Subject Leads currently oversee the provision being set and can identify the learners who may be struggling to adapt to this form of learning, as well as those who are not engaging. A whole college system is then followed through to support and engage those learners with regular and informative communication with parents/carers which will be undertaken by subject teachers and pastoral teams.

This policy is applicable to the following learners:

- Learners who are self-isolating, either due to awaiting test results as they have displayed symptoms themselves or a family member within their household has displayed symptoms.
- Learners who have or who have family members within their household that have tested positive for Covid-19.

- Learners who have been sent home and have to self-isolate as a learner within their bubble has tested positive for Covid-19.
- Learners who are at home because of any serious or underlying health conditions.

Archbishop Beck Catholic College is committed to working in close partnership with families and recognises that remote learning will need to be tailored to support the family's circumstances and provision. This may include providing some families with ICT provision or hard copies of the work that is set, which will be provided by each departmental area.

It is encouraged that learners who are being educated at home adhere as best they can to the College day and follow their curriculum timetable.

Every effort will be made by staff to ensure that work is set promptly. Any issues in the work set or accessing it, parents/carers are asked to contact the College immediately for solutions or advice from the Office Manager Peter Philips. These will be discussed on a case-to-case basis.

All learners within the College have signed an 'Acceptable User Policy' within the College which includes e-safety rules and this applies when learners are working on ICT devices at home.

Implementation of Remote and Blended Education

Remote and **Blended learning** will be set using a wide range of platforms dependent on the subject area. The consistency from all departmental areas, is that the work set will be **in line with the sequencing of their curriculum area**, so no learner is at a disadvantage whether they are educated in the College or at home.

The College has a commitment in ensuring a wide range of blended learning opportunities are available for all learners to access. The College is moving towards **facilitating Microsoft Teams or Zoom lessons where is possible**, these will be scheduled and learners will be notified of the time that are expected to log on to their lesson. Senior leaders will be monitoring these lessons regularly, ensuring all learners continue to adhere to the code of conduct expected as if they were in the College.

This form of Blended learning will also be facilitated, if teachers are self-isolating and are in a position to they deliver their lesson from home. This **synchronous learning** will ensure there is real interaction time for teachers and learners. This will not be for every lesson of the College day.

The lessons where synchronous learning approach is not taking place, the College will undertake **asynchronous learning** where resources and teacher voice overs will be uploaded to the learning platform for learners to access at home within their own time frame.

The College will be continuous in their commitment towards staff CPD, in regularly providing training on the range of learning platforms, as well as develop the plethora of skills for staff to undertake further blended learning opportunities in their subject area to support learners in their academic journey.

Each departmental area has devised their own system for setting work remotely and feeding back, which is dependent on the weighting of curriculum time they have in their subject.

English

Remote Learning Platform	Google Classroom
Frequency of uploads and blended learning opportunities	At KS3 and KS4, work will be uploaded on a daily basis for remote learning and by each year group. For KS5 it will be emailed directly to the learner. There will be one 'live' lesson delivered once a week to each year group to support the blended learning approach. We will also deliver lessons through Microsoft Teams/Zoom, where it appropriate and meets the needs of the curriculum.
Assessment Opportunities within remote learning	Learners are asked to complete one piece of assessed work per week, which will receive written feedback.
SEND Provision	Work will often have support resources for the lower ability, SEND department will have regular and continuous dialogue over the telephone to further support these learners.
HAP Provision	Challenge opportunities are in place to support the HAP's and further work is set, if required.

Teacher/Learner contact	Learners can contact their teacher via google classroom and staff will respond to questions within the day.
Learners who fail engage and access the work	Departments will internally monitor, but will adhere to the whole college policy on students not completing work.

Maths

Remote Learning Platform	<p>Years 7 to 11: MathsWatch</p> <p>Level 2 students: MathsWatch</p> <p>KS5 students: Dr Frost</p>
Frequency of uploads and blended learning opportunities	<p>When an entire class or year group is isolating then teachers upload work on the days that the students would have maths.</p> <p>The amount of time the students spend on the learning platform mirrors their curriculum time.</p> <p>Individuals are isolating for an unknown period of time then teachers will identify students at the end of the day, identify what topics that student is likely to miss and send a text home the next day to parents to inform them what independent work they need to undertake on MathsWatch. This will continue until the child returns to college.</p> <p>For blended learning, Microsoft teams teaching will be trialled with year 8 and then expanded to include all year groups in all Key Stage. In Key Stage 5 the 'teacher voice over' power-points will be trialled and then rolled out to all year groups in key stages.</p>

Assessment Opportunities within remote learning	We will monitor the work on a daily basis. The work is auto-marked and provide in-depth analysis including class averages so we can assess how much progress they are making.
SEND Provision	All spreadsheets will be shared with SLT, pastoral and SEND teams so they can monitor progress and intervene as and when required. All work is set by the class teacher which allows for the work to be differentiated for the individual needs of all students in their class.
HAP Provision	There are extension problems available for HAPs that teachers will use depending on the ability of the child.
Teacher/Learner contact	There is the facility for student-teacher dialogue so teachers can leave comments to help struggling students.
Learners who fail engage and access the work	Departments will internally monitor, but will adhere to the whole college policy on students not completing work.

Science

Remote Learning Platform	Google classroom (KS3, KS4 and KS5) and kerboodle (KS3 and KS4). Class teachers will set their own work. Seneca is also used which can be linked through google classroom.
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Frequency of uploads and blended learning opportunities	Work is uploaded as required and covers the lessons that students are missing. There will be a blended lesson intertwined within these uploads by voice overs and teacher's uploading 'live lessons' through youtube.
Assessment Opportunities within remote learning	Quizzes and tasks on kerboodle are marked automatically. For other tasks staff will mark them.
SEND Provision	Work is differentiated so students can access it whatever their ability.
HAP Provision	Extension/challenge work is provided.
Teacher/Learner contact	They can email or can send a message on google classroom.
Learners who fail engage and access the work	Departments will internally monitor, but will adhere to the whole college policy on students not completing work.

MFL

Remote Learning Platform	KS3: Google Classroom for remote class learning & some homeworks, Seneca for majority of homeworks KS4 : as above but also eRevision
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	KS5 : as above, also eRevision & Kerboodle
Frequency of uploads and blended learning opportunities	<p>Work uploaded when staff are notified Quantity of work will be student friendly versions of work presented in class to represent the amount of lessons and homework.</p> <p>Blended learning will be in the form of uploaded power points with voice overs by the student's class teacher in which the students follow the lesson delivered and complete any required activities on paper or inside their remote learning exercise book.</p>
Assessment Opportunities within remote learning	<p>The work will be marked every week, all GC tasks are given a mark out of 100.</p> <p>It is very clear from marks section if students are not completing work therefore not making progress, KS responsibility holders will ask class teachers for breakdown summary of completion of student's work at regular periods during the remote learning process.</p>
SEND Provision	Tasks are scaffolded and differentiated to support SEND learners.
HAP Provision	Challenge activities are included in all tasks uploaded.
Teacher/Learner contact	Students can send private messages on GC, this happens regularly now and in previous lockdown. Staff respond to all comments and follow up if required.

Learners who fail engage and access the work	Departments will internally monitor, but will adhere to the whole college policy on students not completing work.
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History

Remote Learning Platform	<p>For all year groups we will be using Google Classroom.</p> <p>Every class has had their own google classroom set up with their class teacher and HOD being in charge on class.</p>
Frequency of uploads and blended learning opportunities	<p>Lessons will be loaded up once a week which will cover the two lessons content and homework students in year 7-9 would receive.</p> <p>At KS4 Lessons will be loaded up once a week to cover the three lessons content and homework students would receive <i>Additional reading material may be added when deemed appropriate</i></p> <p>At KS5 Lessons will be loaded up once a week to cover the six lessons content and homework students would receive <i>Additional reading material may be added when deemed appropriate</i></p> <p>To ensure all students have access to teaching the History department will use a mixture of supplemental and replacement blending techniques. The platform Microsoft Teams will be used with KS5 classes, voice over on powerpoints /google slides are to be used at KS4 and 3.</p>
Assessment Opportunities within remote learning	<p>Using Google classroom staff can see when work has been handed in. Staff can assess work send by students if uploaded.</p>

	<p>Some students have attached photographs of their work if completed on paper.</p> <p>If progress not made messages can be sent via Google classroom to students and messages to Parents via main office.</p>
SEND Provision	<p>Power points are adapted before uploaded and lessons with differentiated resources will be uploaded.</p> <p>Every lesson has a challenge task.</p>
HAP Provision	<p>Additional resources can be added in the material section to support HAPS.</p>
Teacher/Learner contact	<p>Students can contact staff via school email account, staff email or by leaving a message via phone for their teacher.</p> <p>If a message is sent via Google classroom teacher and HOD can read it so can offer support.</p>
Learners who fail engage and access the work	<p>Departments will internally monitor, but will adhere to the whole college policy on students not completing work.</p>

Geography

Remote Learning Platform	<p>Google classroom will be used for all key stages.</p> <p>Google classrooms have been made for each individual class. All students have been added to these classrooms by the class teacher along with all members of the department. Codes have been shared with parents by P.Phillips.</p>
Frequency of uploads and blended learning opportunities	<p>Work will mirror the weighting of curriculum time for geography. For KS3, sheets with the tasks from the</p>

	<p>lessons for that week will be uploaded. At KS4, the PowerPoints from the three lessons will be uploaded onto classroom weekly. KS5 PowerPoints will be uploaded just before or following their lessons.</p> <p>Blended learning across the key stages will be in the form of voice overs and Microsoft Teams.</p>
<p>Assessment Opportunities within remote learning</p>	<p>At KS4 and KS5 there will be weekly homework questions to check students understanding. This will be assessed weekly by class teachers. Progress on this will be monitored through mark sheets on google classroom. If completed on paper, this will be marked after the guidelines of quarantine, marks can be added to spread sheet. When whole classes/ year groups are self-isolating, class teachers have been asked to use this time when they should be teaching to assess work and feedback to students. For individual students, this will be a weekly check-up and a conversation when they return. It will then be set as a task on classroom for individual students to catch up so it can be monitored when complete.</p>
<p>SEND Provision</p>	<p>We reviewed using google classrooms for the whole year group and felt this was difficult to manage individual student progress and difficult to differentiate. As a result, google classrooms have been made for each individual class. Individual class teachers will provide differentiated activities for those students in their class as needed.</p>

HAP Provision	Further learning opportunities will be provided for HAPs students. Challenge tasks are included in the work set.
Teacher/Learner contact	Subject teachers can be contacted via google classroom. Students can leave comments and staff check this regularly. In the case of no ICT access, students have been told to ring the school who will get in contact with subject teachers to phone back.
Learners who fail engage and access the work	Departments will internally monitor, but will adhere to the whole college policy on students not completing work.

RE

Remote Learning Platform	Google Classroom Year 7 -AMA Year 8 -AMA Year 9 - AMA Year 10 - DP Year 11 - DP
Frequency of uploads and blended learning opportunities	Work will be uploaded every Monday. There will be enough work/tasks for 2/3 lessons depending upon the year group Year 7&9- 2 lessons Years 8, 10, 11- 3 lessons With Blended learning , the department will also seek to provide podcasts produced by staff who will

	read from the revision guide/text book the summary sections from each studied topic which students can then download and learn on the go - also uploaded onto the relevant Google Classroom key stage area. Additional CPD training would explore the possibility of staff adding voiceovers that accompany PowerPoints which would again be uploaded to the learning platform.
Assessment Opportunities within remote learning	Work is checked during PPA time created by class absence - work is reviewed, responded to and returned to students with next steps/ways to improve.
SEND Provision	For SEND, differentiation will be by outcome. In addition, some tasks will include key words, knowledge based tasks and basis research.
HAP Provision	Following the high 5 lesson structure, HAPS pupils will be challenged.
Teacher/Learner contact	They can ask a question via the learning platform that the teacher can respond to - also they can contact office manager as well.
Learners who fail engage and access the work	Parental contact home - telephone call. Email as well as email to student reminding them work is not complete.

ICT/Business

Remote Learning Platform	Key Stage 3 Year 7, 8 and 9 computing - we are going to use remote desktop access for year 7, 8 and 9 as all students need
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specific software to be able to complete the work.

We are also going to add the resources and lesson content to the scratch store so students can access the material if they have missed any lessons.

For key stage 3 IT we are also looking at Seneca and Doodle to introduce some online platform for them to access but this is being discussed at present.

We will also have all the lesson material and coursework tasks on google classroom as a backup just in case the remote access is not available.

All students will be given a code over the next couple of weeks to access the material on google classroom, they will also be told that if they are off for whatever reason the material will be available and tasks will need to be submitted through google classroom.

We are also providing the year 7 students with a user guide to inform them how to log on to google classroom and access the material because they do not have access to computers in school we feel this is necessary to help the students navigate around the system.

Year 10 and 11 IT, Media, Business & Travel

We are going to use remote desktop access for year 10 and 11 students as the IT and media students need specific software to be able to complete the work.

We are also going to add the resources and lesson content to the scratch store so students can access the material if they have missed any lessons.

	<p>We will also have all the lesson material and coursework tasks on google classroom as a backup just in case the remote access is not available. All students will be given a code over the next couple of weeks to access the material on google classroom, they will also be told that if they are off for whatever reason the material will be available and tasks will need to be submitted through google classroom.</p> <p><u>Sixth Form</u> A level Business, Applied Business, BTEC Business, BTEC IT, BTEC Travel and Media. We are going to use remote desktop access for sixth form students as IT and Media students need specific software to be able to complete the work. We are also going to add the resources and lesson content to the scratch store so students can access the material if they have missed any lessons.</p>
<p>Frequency of uploads and blended learning opportunities</p>	<p>The lessons for all examination units are uploaded on a weekly basis, the coursework unit resources have all been uploaded together so students can work at different paces.</p> <p>We also have questions/quizzed uploaded on a weekly basis for homework's.</p> <p>As a department we have also introduced blended learning opportunities for all sixth form lessons if staff are having to isolate. The members of staff are teaching the lessons via zoom (blended learning), we are using visualising equipment so</p>

	<p>the students are able to interact with the member of staff and the member of staff is able to teach the lesson as if they were in the classroom.</p> <p>We are also as a department working on voiceover presentations for examination topics within the different subjects for key stage 4 subjects.</p> <p>We are also as a department working on voiceover presentations for skills based topics for computing for key stage 3.</p>
<p>Assessment Opportunities within remote learning</p>	<p>Students have examination questions and homework tasks set via google classroom. This work is marked and if it is an extended piece of work feedback is given in relation to how to improve which could include some form of modelling.</p>
<p>SEND Provision</p>	<p>All assessment data will be shared with SLT, pastoral and SEND teams so they can monitor progress and intervene as and when required.</p> <p>All work is set by the class teacher which allows for the work to be differentiated for the individual needs of all students in their class. Tasks are scaffolded and differentiated to support SEND learners.</p>
<p>HAP Provision</p>	<p>With the HAPS, all the tasks have extension activities and also the coursework tasks have been placed on the google classroom so they can continue with the tasks as they have all the material needed to complete all of the tasks, again communicate directly</p>

	with staff if they need further assistance.
Teacher/Learner contact	All the students will have the individual email addresses, they can also telephone the school and speak to us direct if required.
Learners who fail engage and access the work	Parental contact home - telephone call. Email as well as email to student reminding them work is not complete.

Physical Education

Remote Learning Platform	<p>Year 7 - Google Classroom Year 8 - Google Classroom Year 9 - Google Classroom Year 10 - Google Classroom Year 11 - Google Classroom Year 12 & 13 A Level - Exam Pro and Answer Perfect. James Morris You Tube Channel Year 12 & 13 - BTEC SPORT - Email</p>
Frequency of uploads and blended learning opportunities	<p>Tasks are set for pupils isolating so that they mirror what the rest of the class have studied during the time they are off (BTEC, A Level, Yr 10 & 11). KS3 are set a booklet per term which has a lesson per week to complete, plus they are advised to exercise! All activities reflect the weighting of curriculum time.</p> <p>Blended Learning will be in the form of voice over PowerPoints and deliver Live sessions via Zoom or Microsoft Teams.</p>

Assessment Opportunities within remote learning	When work is handed in, the class teacher will give feedback and mark as soon as possible. Pupils completing assignment work will be making progress and previous marks/scores are collated by the class teacher as evidence.
SEND Provision	SEND pupils have been set the same work, however staff will be aware of any issues with pupils completing the work and appropriate adjustments will be made.
HAP Provision	HAP's pupils in KS4&5 will be set extension tasks or directed to aim for higher mark band standards of work.
Teacher/Learner contact	They can either reply using google classroom or email.
Learners who fail engage and access the work	Parental contact home - telephone call. Email as well as email to student reminding them work is not complete.

Textiles/Art/Food/Product Design

Remote Learning Platform	<p>Textiles - KS3 will be via Google classroom KS4 will be given a hard copy of coursework/sketchbook instructions to work through with regular help videos, websites and PowerPoints to aide their coursework. KS5 Year 12 will be set regular tasks via google classroom.</p> <p>Art - Google classroom all years (KS3 and KS4)</p> <p>Food Hospitality and Catering Level 1&2 KS4 years 10/11 - Google Classroom.</p>
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	Product Design - Google classroom
Frequency of uploads and blended learning opportunities	<p>Textiles - weekly Art - weekly Food - weekly Product Design - weekly</p> <p>Blended learning will be delivered by weekly live Zoom lessons for all KS4 &5 groups. PPT voice recordings, visualiser demonstration videos and uploaded YouTube art demonstration skill. We are also working on adding links to virtual art gallery and exhibitions online.</p>
Assessment Opportunities within remote learning	<p>Textiles - KS3 will be assessed and feedback given for all work each week handed in on google classroom. KS4 &5 will send regular photographs of their sketchbook pages.</p> <p>Art - Weekly, when received and during timetabled lessons with particular group.</p> <p>Food - Marking work twice a week and giving feedback to students, who will then resubmit work based on my feedback.</p> <p>Product Design - Theory tasks will be assessed weekly and project work every 2/3 weeks depending on length of time required to complete the task set.</p>
SEND Provision	Each student /group will be looked at on their individual needs and alternative tasks/outcomes/worksheets will be

	considered accordingly when setting the work
HAP Provision	Extension tasks can be set for HAPS students and at KS4&5 the students will be encouraged to follow the higher marks criteria instructions and requirements on their instruction lists.
Teacher/Learner contact	Via Google classroom stream or email.
Learners who fail engage and access the work	Departments will internally monitor, but will adhere to the whole college policy on students not completing work.

Performing Arts

Remote Learning Platform	Year 7 - Google Classroom Year 8 - Google Classroom Year 9 - Google Classroom Year 10 - Google Classroom Year 11 - Google Classroom Year 12 & 13 A Level/BTEC -Google classroom
Frequency of uploads and blended learning opportunities	Tasks are set for pupils isolating so that they mirror what the rest of the class are studying in the sequence. Teacher will mark and feedback on work. Blended learning will be in the form of Microsoft Teams across the key stages.
Assessment Opportunities within remote learning	When work is handed in, the class teacher will give feedback and mark as soon as possible. Pupils completing assignment work will be making

	progress and previous marks/scores are collated by the class teacher as evidence.
SEND Provision	SEND pupils have been set the same work, however staff will be aware of any issues with pupils completing the work and appropriate adjustments will be made.
HAP Provision	HAP's pupils in KS3,4&5 will be set extension tasks feedback will be given via email or google classroom.
Teacher/Learner contact	They can either reply using google classroom or email. Learners who fail engage and access the work Parental contact home - telephone call. Email as well as email to student reminding them work is not completed.
Learners who fail engage and access the work	Departments will internally monitor, but will adhere to the whole college policy on students not completing work.

The Impact and Responsibility of Remote and Blended Learning

Alongside teaching responsibilities, senior leaders are responsible for co-ordinating the remote learning approach, monitoring the effectiveness and monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The Designated Safeguarding Lead is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The ICT support Staff and Office Manager will be responsible for fixing issues with systems used to set and collect work, supporting staff and reviewing the security of

remote learning and flagging any data protection breaches to the data protection officer.

The SENCO will ensure all learners with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for learners with EHC plans and IEPs. All vulnerable learners will receive weekly calls from the Pastoral Team to check on their well-being and offer further support in accessing the work that has been set.