



# The Craylands School

## Remote learning and online communication policy

### Introduction

If the school has to undergo enforced temporary closure due to government and/or public health guidelines related to COVID 19 the school has implemented to the most effective online learning we could in the short time available. The following will apply:

### The aims of this policy:

To outline procedures and practice for pupils in self-isolation, and are otherwise fit and healthy, to continue with their academic program.

To outline procedures and practice for staff in self-isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program.

### Pupil expectations:

- Pupils should retain structure to their working day logging onto Class Dojo by 9a.m.
- Check Class Dojo to access the posts/resources for each lesson and work through tasks in a timely fashion.
- Complete all set work and hand in work to the subject teacher in the agreed manner eg upload, photograph, scan etc.
- Use designated Dojo messaging to communicate with their teachers and ask questions if they do not understand/require help within normal school time hours. They may need to email the teacher through the school office as appropriate/if they are having difficulties with the system or for a longer question.
- Pupils may need to photograph work of a visual nature and use Dojo Journal to submit this to teachers.
- Deadlines must be met where practically possible.
- All interactions on Class Dojo to be of classroom level type discussions. Pupils to keep personal conversations to their own social media streams in order to keep channels free.
- It is not required to wear uniform for video learning however, appropriate dress is expected.
- Consider what is in the background of your videoed content or chat - ask if you don't know how to blur background.

### Teachers and support teachers are expected to:

- Upload teaching materials and lessons to Class Dojo.
- Teachers will endeavour to set work equivalent in length to the lessons on their revised timetable and be available during scheduled lessons to answer any questions pupils may have via Class Dojo. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.



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- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Mark and feedback using Class Dojo with the same regularity they would have done if in school.
- Make sure that all resources are available online including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions and verbal praise/warnings. Email parents if there are ongoing concerns.
- Staff can answer Dojo chats during school hours and their working day but not beyond 4pm or at the weekend. However, emails can be answered at the weekend if staff deem it essential to reply. Students not to expect response from teacher during lunch break.
- Staff must ensure a classroom level of interaction is maintained through use of Class Dojo. This is a new experience for the students, and we must guide them in how to behave. Just as in their own physical classroom staff must set out their expectations.
- Staff to set expectations such as microphones off and blurred background.

### **The Learning Support Teams are expected to:**

Connect with parents and/or students who receive one-to-one SEN support, during their usual allocated time, to check how they are coping with the home learning and keep formal records of all interactions.

### **Parents are expected to:**

- To ensure their child has sufficiently adequate computer equipment and internet access in order to fully participate in home learning; if this is not possible they should contact the school for paper based learning to be sent home.
- Encourage and support their children's work including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.
- Contact the school if there are any concerns.
- Support students in choosing an appropriate location for any video recording that they intend to upload.

Feedback - students can continue to receive the feedback they need through online annotation of documents, whilst teachers can track their progress and see where support is required.

### **Safeguarding**



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This guidance document is supported by the Safeguarding policy at The Craylands School. Specific additions to note:

Acceptable use policies have been signed and agreed by staff to ensure that they have a clear understanding of how to use remote learning safely for all.

Any safeguarding concerns should be reported to Kylie Cox, the designated safeguarding lead.