



Bassingbourn Village College

Remote Learning Policy

Committee	
2 week consultation period	From: To:
Approved/Ratified by Governors on	
Review cycle	years
Date of next review	
EPM current version (used)	

College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible, respectful, resilient, healthy and independent members of society.

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Introduction

Bassingbourn Village College has an expectation of high quality learning for all students. In the current situation we find ourselves applying our expectations to both in-school and at-home learning, as students self-isolate individually or as a bubble, and we deal with students learning both physically in the classroom and virtually from home. This document lays out the expectations for both staff and students in each of the circumstances that we could find ourselves in and is written in conjunction with the Anglian Learning Remote Learning policy. There are differences in the provision for the different levels of isolation so we advise the reading of the relevant section to ensure awareness of the expectations. At the end of the document are links to websites and videos that students and parents may find useful.

All BVC families have been asked to inform the school regarding their personal ICT accessibility. Pupil Premium students and, where possible, other students with limited computer access have been provided with desktop computers and/or dongles to allow them to access the online learning provision. If families find that their circumstances change, they should contact the school to see what support is available.

Our provision is designed to ensure that all students are able to access learning and takes into account the fact that some of our students will be sharing devices with siblings and parents or are only able to access the internet on their smartphones. The move between different tiers of provision will happen as smoothly as possible, though there may be a slight delay to ensure both students and staff have access to the relevant technology. Whilst BVC will always endeavour to provide the best educational experiences for the students, this may not always be possible, due to technical issues or staff illness. If there are any concerns about the online learning provision please contact either the individual teacher or the main office on office@bassingbournvc.org.

If students are ill and unable to complete work, parents should contact the absence email address (absence@bassingbournvc.org) so that teachers are aware that work may not be completed at the relevant time or attendance at live lessons may not be possible.

If work is not being completed or contact is not made by the students, parents should expect to be contacted by a member of BVC staff. This may be the class teacher for subject related issues, the mentor for pastoral or where a number of subjects have minor concerns, or the relevant Year Group Achievement Leader for more serious concerns, including if students do not meet our expectations for behaviour and work ethic.

Expectations for periods of self-isolation

Levels of isolation

Students who are isolating will fall into one of three categories:

Level 1 - Students who are self-isolating due to symptoms being present in themselves or family members. A parent has made the decision to keep the student off school.

These students will be set work through Google Classrooms and are expected to attend any live lessons timetabled. As it is likely that these students will be few in number, teachers may not be able to respond to messages about the work during the scheduled lesson time.

Level 2 - Students who are isolating due to somebody in their bubble having symptoms and the school requiring certain students to remain at home. This could be a whole class bubble or a number of close contacts, i.e. more than a single student but less than a whole year group.

Work will be set through Google Classrooms for these students with an increased level of teacher interaction, dependent on the number of students isolating in an individual class. Students are expected to attend any live lessons scheduled by their class teacher. However, teachers will still be teaching students within the physical classroom so they may not be able to respond to messages about the work during the scheduled lesson time, unless a live lesson is being conducted.

Level 3 - Students who are isolating due to the school or government making the decision to close a year group or the school building, meaning that students are not able to access the school site.

As all students in a class will be isolating at home, BVC staff should be accessible through email and private messaging during lesson times to be able to respond to student concerns. Students are expected to attend any live lessons scheduled by their teacher to enable appropriate support to be given. Attendance will be taken at the beginning of these lessons and parents will be contacted if students are not attending lessons.

Setting of work

Students who are self-isolating but fit to be working are expected to be completing work set daily on Google Classrooms. Students should, where possible, follow their timetable for the day. The work in each subject classroom will be clearly identified as class work and students are expected to complete the work set by the time of their next timetabled lesson.

The work set will closely follow the classroom based curriculum and should ensure that students who are self-isolating are not left behind. Teachers will provide the relevant resources to enable the student to gain similar knowledge and understanding to their classmates. The activities self-isolating students are set may not be exactly the same as those that would be taught with full teacher input and may feature links to online learning websites, such as The Oak National Academy or GCSE Pod, where relevant content may be found. Students can also use these websites for extra guidance whilst doing their work. Links to these websites can be found in Appendix 1.

Parents should be aware that, due to the changing lists of students self-isolating and time restraints due to teaching timetables, work may not be uploaded at exactly the start of each lesson. If the work is not available then they should be accessing the Oak National Academy website for that subject in the interim. Links to relevant subject areas can be found on the Remote Education page of the school's website.

If students are uncertain about the work set they should either email their teacher, using the format of ateacher@bassingbournvc.org or by using the private message system on Google Classrooms. Teachers will respond in line with the level of isolation the student is in.

Submitting work

Students should submit the work completed during self-isolation through Google Classrooms, unless their teachers have requested it in a different way. Some websites used, such as GCSE Pod and Seneca, will auto-submit the work completed. To allow teachers to provide feedback and set relevant future work, submission should happen as close to the normal lesson time as possible.

Feedback

Teachers will provide feedback on the work submitted using digitally facilitated or whole-class feedback where appropriate following the school's feedback policy for the style of feedback. If work is submitted through Google Classrooms, feedback will be given the same way. Some work may be completed as part of a bigger project to be handed in physically when the student returns to school. This work will have feedback given once the project has been completed. Feedback will be based on ensuring that the self-isolating student has the relevant knowledge to transition back into classroom based learning when their period of isolation ends.

Assessment during Remote Learning

Teachers will collect feedback from students, in order to review both learning and understanding of knowledge and concepts, by the work that students complete. The work will be a combination of spoken, written or drawn and will be submitted through Google Classroom or through other online platforms e.g., Seneca, Dr Frost Maths, GCSEPod.

Teachers use the review of students' work to assess a student's and class's knowledge and understanding. This will help them to plan future learning, adapt delivery and to advise students on how to improve their progress.

Students will be given feedback about their learning and understanding, by their teachers, so that they can make progress. Feedback will be given when appropriate and helpful. There is no expectation that every piece of work submitted will receive advice about how to improve.

Students will use both individual or whole class feedback to improve future work. When asked, students should improve their current work by following the guidance in the feedback given by their teachers and resubmit their improved work for further review by their teachers.

Collecting feedback from students to support assessment

Teachers will use a variety of methods to support assessment of understanding and of learning. All work will be submitted through Google Classroom as and when directed by the class teacher.

Teachers will collect feedback from students in a variety of ways, some of which are listed below:

- Work completed on Google Docs or Google Slides
- Uploaded photographs of hand written work or drawings
- Uploaded work completed in other online programs e.g. word or powerpoint
- Completion of Google Form
- Online assessment platforms e.g., Seneca, GCSEPod, Dr Frost Maths etc.
- Questions asked and student comments made in live component of lessons either spoken or through chat function
- Questions asked and students comments made through private message to the teacher or in the class stream

Giving feedback to students to support assessment

Teachers will give feedback to students on the work they do. It will focus on areas to CORRECT and areas to WORK ON to support improvement.

Teachers will give feedback in a number of ways, some of which are listed below:

- Whole class feedback, with no reference to individual performance but detailing common areas to CORRECT and WORK ON
- Individual feedback on completed learning tasks by comments added to the work
- Individual feedback in post facility about submitted work
- Answers to specific questions posted in private message to the teacher or in the class stream
- Automatic marking in Google Forms with a rubric created by teachers
- Posting comments in online platforms e.g., GCSEPod where work is asked of students to apply knowledge
- Peer feedback on completed work

Keeping in contact

Attendance is tracked through students logging into live lessons and participating in the work set on Google Classrooms. Parents of any students who do not attend the live lessons or participate appropriately by the required time will be contacted by the school. Mentors will contact students who are struggling to access the tasks set to find out if there is any additional support needed. At the end of each day a survey will be asked in the Year Group classroom for students to show which activities they have accessed.

The school will be regularly checking whether students are engaging with the work that is set. If there is a concern over a student's engagement, parents will be contacted immediately. This may be by the class teacher, the mentor, or if there are wider concerns, by the student's Achievement Leader.

Parents of students who are isolating are not expected to contact the absence line each day of their isolation, after initially informing the school of the period of isolation. However, they must contact the school if the student experiences any symptoms so that school protocols can be put in place.

If a child is not well enough to be completing work online, the parents need to contact the absence line so that the school can notify the class teachers that the child will not be able to complete the activities set.

Online safety

Students are expected to be acting responsibly whilst online, following the advice that has been given in lessons about e-safety and following the school's Expectation for Learning and E-safety policies. Whilst the majority of online teaching will occur through Google Classrooms, students will be occasionally directed to other websites. All websites used will have been checked by staff for suitability before being assigned to students. If students or parents are concerned about anything in relation to online safety or safeguarding in general, they should refer to the Safeguarding policy on our website and report any concerns to school.

The aims of online curriculum

During this time our expectations of the online curriculum are:

- Assignments are set so that students have meaningful and ambitious work each day in a number of different subjects
- A planned and well-sequenced curriculum will be taught so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be learned and practised in each subject
- Frequent, clear explanations of new content are delivered by BVC staff or through high-quality curriculum resources or videos, such as The Oak National Academy
- Students will be regularly assessed to gauge how well they are progressing through the curriculum, using questioning and other suitable tasks, with teachers setting a clear expectation on which work will be assessed
- Teachers will 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 students' understanding
- A programme will be delivered that is of equivalent length to the core teaching students would receive in school, a minimum of 5 hours.

The work set will closely follow the intended classroom based curriculum and should ensure that students are not unduly affected by the switch to online learning. Teachers will provide the relevant resources and support to enable the student to gain similar knowledge and understanding as they would if the school/year group was being taught in the school building. The activities isolating students are set may not be exactly the same as those that would be taught within the school building and may feature links to online learning websites, such as The Oak National Academy, where relevant content may be found.

Whilst departments will endeavour to keep to the published curriculum plans, it may be necessary to change the order of topics or the activities within them to ensure the teaching is suitable for online learning. Students will be kept informed about their lessons through the classroom stream on Google Classrooms and teachers will ensure that any areas that have been unable to be covered appropriately during this period are reviewed or taught when students return to the school building.

Whilst a student is self-isolating, a range of different teaching formats may be used to continue their learning. We are aware that students may have to share devices to access the online learning, lessons therefore could consist of the following:

- Full live lessons delivered by BVC staff using the Google Meet function of Google Classrooms. This will combine the teaching of the students who are isolating as well as those in the school classroom.
- Partially live lessons where BVC staff will deliver a portion of the lesson live and set work for students to do for the rest of the lesson time. Students who are isolating will be able to log in using the Google Meet function of Google Classrooms for the relevant parts of the lesson.
- Tutorial lessons where BVC staff will invite small groups of students to participate in a live video session, whilst the other students are set work that needs minimal teacher input. These may be used to give feedback and support to students; develop individual students' learning further; or to allow small group discussions to support learning.
- Lessons that feature no live video content. This could mean project work, pre-recorded information or using lessons from The Oak National Academy, alongside guidance and work set by the teacher remotely through the Google classroom. Dependent on the level of

isolation students are in, BVC staff may be accessible through email and private messaging during these lessons.

Students will be made aware in advance of any live aspects of lessons and there is an expectation that students attend all live lessons they have been timetabled. Notices about the type of lesson a teacher is planning will be found in the class stream on the Class homepage. If a student is scheduled to attend a live lesson and they have technical issues, they should message the teacher involved and check The Oak National Academy for relevant lesson content in the interim. Information about the Oak National Academy can be found on the Remote Education page on the school's website.

Individual departments will make the final decision about which format best suits the scheme of learning they are currently teaching and the students in the lesson. Due to students sharing their devices at home, there is not an expectation that all lessons will be live.

Students should also be taking part in mentor time activities. Mentor time could feature:

- Small group check in sessions for invited students using the Google Meet function of Google Classrooms
- Revision activities, such as preparing cue cards and mind maps
- Enrichment activities set in the Mentor Classroom on Google Classrooms
- Intercollege activities such as the weekly quiz using the Google Meet function of Google Classrooms

Additional support for students with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Provide online support from a TA in lessons where the student would have this support in a classroom
- Continue 1:1 support sessions with those that have them in school
- Continue numeracy and literacy support sessions with those that have them in school
- Access to Read Write software to support students in accessing documents

Assessments during self-isolation

The Options courses that some students in Years 9 - 11 follow have a non-examined requirement that need to be completed following the relevant exam board guidance. Each exam board has different stipulations for the level of direct supervision and teachers will ensure that students are aware of the expectations before the non-examined assessment is started. An example of the exam board expectations can be found in the BTEC Blended Learning Policy in Appendix 2.

Evaluation of the online learning provision

The online provision will be subject to the same rigorous evaluation and accountability that the in-school curriculum receives. This will include:

- Learning visits involving both virtual and physical classrooms
- Dip samples of work set and submitted
- Surveys conducted with students
- Discussion during department and Line Management meetings
- Heads of Department having overview of all work set through Google Classrooms

Online provision evaluative activities will be conducted by Heads of Department and the Senior Leadership Team and will feature as a regular agenda item for department and Line Management meetings alongside other discussions on the curriculum.

How to access Google Classrooms

The vast majority of online learning will take place through Google Classrooms. Students should always check Google Classrooms to find out tasks set, their live lesson timetable, feedback from work set, and for any messages from their teachers. Information about classwork will not be set on any other platform but students may be directed to do work on a different website, such as The Oak National Academy or GCSE Pod.

Logging in

To get the most out of Google Classrooms, including being able to access the live lessons, students should use the Google Chrome browser. They can either search for Google Classrooms on Google or go directly to the website (<https://classroom.google.com>).

Their username is their school email address in the style of 20ast@bassingbournvc.org where the number is the year a student was in Year 7 and the following letters are the initial of the student's first name and the first two letters of their surname.

The password, as long as the student hasn't changed it, is set to be their date of birth in the format ddmmYYYY.

A student will need to log in using their school email address to ensure they have access to all the materials. Students will not be able to access live lessons if they are not using their school account. If they are having difficulty accessing the live lessons, students should check that they aren't signed in to Google with a different account.

Once logged in

Once logged in the student will see their dashboard featuring all of their classes. To access the subject classroom, the student clicks on the classroom name. If a student wishes to directly access an assignment, they can click on the assignment name.

For more information about accessing and submitting work through Google Classrooms, please refer to the student guide on the next page and the video linked in Appendix 1.

Accessing Live Lessons

Live lessons will be conducted through the Google Meet aspect of Google Classrooms. Students will find the link to the lessons in their class stream. The link will only become live immediately before the lesson and will be deactivated afterwards. Students will not be left unsupervised whilst in a live lesson and are expected to behave appropriately.

For more information about accessing live lessons, please refer to the video linked in Appendix 1.

Student Guide to Google Classroom

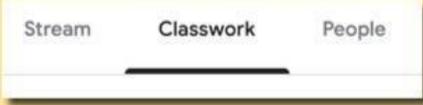
Student Quick Guide to Google Classroom

Join at classroom.google.com



Click plus icon in upper left

Go to Classwork Tab



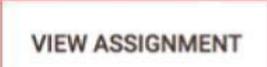
Stream **Classwork** People

Uncompleted work has a dark icon. Completed work is greyed.



Click on assignment stripe with dark icon to expand assignment preview.

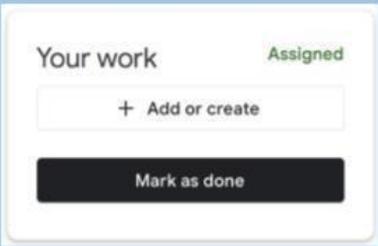
Click on View Assignment



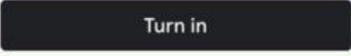
Click + Add or Create



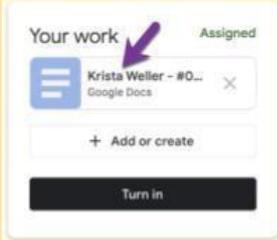
Find "Your Work" Bubble



Mark as Done or Turn In



Click on Attachment Title to Edit



View Your Work



On Classwork Page

By Alice Keeler © 2019

- Click on the Classwork tab and look for assignments that have a dark icon. Those are not done.
- Click on the assignment stripe to expand out a preview of the assignment.
- Click on **View Assignment** to see any work that is attached or to add work to the assignment.
- Click the blue button to submit. The blue button will either say **Mark as Done** or **Turn In**
- Get in the habit of clicking the **View Your Work** link at the top of the Classwork page to see the status of your assignments and what you need to complete.

Appendix 1 - Useful websites and videos

Google Classrooms	https://classroom.google.com
Bassingbourn website with link to school email	https://www.bassingbournvc.net/
The Oak National Academy	https://www.thenational.academy/
GCSE Pod	https://www.gcsepod.com/
Seneca learning	https://senecalearning.com/en-GB/
BBC Bitesize	https://www.bbc.co.uk/bitesize/secondary
Kahoot	https://kahoot.it/
Dr Frost Maths	https://www.drfrostmaths.com/
Videos	
Using Google Classrooms	https://www.youtube.com/watch?v=IMOLD3CNZaU
Accessing Live Lessons	https://www.youtube.com/watch?v=d3wUIZf5tMY
GCSE Pod – parent introduction	https://www.gcsepod.com/parent-resources/

Appendix 2 – BTEC Blended Learning Policy

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Schedule BTEC Construction lessons online following the established timetable followed when in school
- Teachers of BTEC Construction will provide appropriate work to be followed by learners who are learning from home during their regular teaching slot.
- When a teacher is working from home, work will be set on Google Classroom and learners will be supervised by Cover Supervisor in school to complete work. Support will be offered via Google Meet to learners both in school and at home.
- Students learning from home will be able to join 'Live Lessons' using Google Classroom where appropriate
- Teacher will respond to questions and comments posted on Google Classroom during lesson time or via Google Meet
- In pre-assessment learning, teachers will give feedback on learning outcomes using CORRECT and WORK ON to indicate errors and areas for development. This will be the same for students in school or learning from home.
- Learning outcomes (pre-assessment) will be uploaded onto Google Classroom for assessment or printed and hard copies handed in. If handwritten outcomes or drawings form part of outcome, photographs of the work can be uploaded onto Google Classroom and submitted in order to receive feedback if learning from home
- Assessment Assignments will be issued face-to-face where possible. Where students are learning from home, it will be uploaded onto Google Classroom and explanation by Construction Teacher will be given via Google Meet. Deadline will be recorded on the assignment and verbally given. Deadline will also be posted on Google Classroom. Where students are in school and a teacher is working from home, learners will be given hard copies of Assignment via Cover Supervisor and students will receive same experience as those learning from home.
- All Assignment written work will be submitted via Google Classroom by all students. Google plagiarism check will be applied to work to ensure authenticity of work. This will be made clear to learners prior to completing assessment work. Students will use Google Doc, Google Slide and for handwritten work or drawings, photographs of student work will be uploaded via Google Classroom
- Quality of work will be assessed by teacher and compared to pre-assessment learning outcomes to support authenticity (this will be made clear to learners in advance of their assessment)
- Assessment sheets will be completed either by hand or using computer. If possible they will be shared with students in a hard copy along with a printout of their work. If they are learning from home, students will receive assessment sheet via Google Classroom.
- Copies of IV documents will be shared via email and stored electronically.