Carshalton Boys Sports College

Policy	Remote Learning
Policy Number:	
Review Date:	
Approved by the Governing Body Committee:	
Next Review Date:	April 2021

Aims

CBSC aims to provide an educationally inclusive environment within which all students can achieve their full potential, both academically and socially.

This policy aims to;

- Outline a consistent approach to remote educational provision at CBSC irrespective of ability
- Outline the digital approach to the educational provision and the provision for pupils who do not have digital access
- Outline the CBSC access to a comprehensive, sequential, broad and balanced remote curriculum for all pupils, which seeks to bridge any regression or gap experienced from remote educational provision, and one which ensures progress.
- Outline the process of assessment
- Outline the process of the communication of progress with parents and guardians

Legislation and statutory requirements

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-remote-education

Jan 2021 Update (Pages 46 to 50)

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#history

CBSC Remote Educational Provision

This information is intended to provide clarity and transparency to pall in the school community about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

Roles and responsibilities

The responsibility for Remote Learning is through the Leadership Team at CBSC. The nominated staff aligned to this are:

Matt Robinson mrobinson@carshaltonboys.org

Hannah Baker hbaker@carshaltonboys.org

Furthermore, it is the responsibility of subject leads to manage and monitor the regular setting of remote learning for their area of responsibility. The subject leads will ensure that the provision follows the school's usual and relevant scheme of work (SOLAR), and is as close to face to face provision as is reasonably possible. Pastoral leaders, to include Leadership Group and Learning Coordinators, will collect weekly engagement data from all class teachers which will inform whether pupils are making progress or are in need of further intervention.

Remote curriculum

Pupils will be taught the exact curriculum content as if they were in school, by year group, by key stage and by subject. CBSC staff will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.

CBSC will use Google Classroom for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.

We want the young people who experience our remote curriculum to enjoy learning, feel confident when negotiating modern society and develop a broad intellectual understanding of the world alongside a deep, working knowledge of subject disciplines in context. When students are making decisions about the future, we want our curriculum to have provided them with the necessary currency and relevant knowledge to make positive, informed, ambitious choices; all doors should be open to them.

We want our remote curriculum to develop cultural and social capital and inspire in our students an understanding of the importance of kindness and effort. Our remote curriculum aims to realise in students the belief that they can make a difference and give them the necessary tools to do so. Our curriculum aims to contribute, in its ethos and outcomes, to the ongoing pursuit of social justice. All pupils follow a PSHE programme during an Extended Tutor Time on Gold Thursdays during period 5.

Pastoral expectations

Tutors will

- ➢ Monitor tutor check-in daily during timetabled tutor time (8.40am - 9am)
- ➢ Post a daily welcome message on the Google Classroom announcement stream (may be written or a brief loom video message), highlighting the daily activity to be done (this will be supplied by the Learning Coordinator or may be a whole school link such as Tuesday News Day)
- ➢ Hold a weekly Google Meet with the tutor group (set up through the tutor classroom, on a day agreed with your Learning Coordinator)
- ➢ Update the tutor check-in tracker daily
- ➢ Report any concerns to Learning Coordinator, Pastoral Support or Leadership Group (e.g. student checking in at an unusual time such as 2am)

[Completing the Tutor Check In](#)

Subject teacher expectations

Teachers will

- Set a range of activities for each timetabled lesson commensurate with the amount and quality of work that would be set if pupils were attending face to face education
- Include a welcome message from the class teacher or another member of the department (video or narration) to introduce each lesson with a plan for the session and activities to be completed/
- Be online and available during scheduled lesson times to respond to work submitted, written or verbal (via 'Mote' extension), and help students with their work. Teachers should alert students to their presence via the Google Classroom announcement stream.
- Ensure that students receive at least weekly feedback and (if appropriate) grading on work submitted. This can be a combination of written and verbal as long as it is in the Google Classroom so that it can be evidenced. For non-core subjects, some weekly feedback can be 'whole class', but there should be regular individual feedback/grading in line with the departmental SOLAR. CBSC will provide data on achievement and progress of students whilst they are undertaking remote learning, and records of assessment/marking grades will be given for all years.
- Provide weekly engagement data for all classes in years 7 and 8 (core subjects English, maths and science only), and examination classes in years 9-13 (all subjects), by 5pm every Thursday.

Additional school expectations

- CBSC will continue to use the normal timetables for each year group
- We will conduct 'live' elements to all lessons through the use of pre-recorded teacher clips (Loom), or clips from other reputable resources such as BBC Bitesize, Oak Academy (KS3 & KS4) etc. This is essential for the aspect of lessons that require teacher input and the imparting of knowledge content or skills.
- Lessons will contain extensive tasks or assessments. They will also be differentiated to accommodate a range of abilities.
- Assessment elements within SOLAR, such as PATHS assessments, are to continue as normal, as much as is reasonable in this context.
- All lessons are to be uploaded to Google Classroom as normal by the start of the timetabled lesson on the day of teaching, detailing CLASSWORK or WOTC, with dates and topic titles. Deadlines must be attributed to both. These must be clearly signposted and titled as below:

  For Classwork: '[lesson date]: Classwork - [Lesson/topic]'
  For Work Outside of the Classroom: 'WOTC - [Topic/activity title]'

- Staff should post classwork as ASSIGNMENTS if students are required to 'upload' a response. Staff can also post lesson resources as 'MATERIAL' if students are working on a continual document (E.g. NEA portfolio, BTEC Units) or being signposted to another platform such as Seneca or Mathswatch. Feedback may also be given on 'MATERIAL' posts. Teachers will use Google Classroom to receive uploads of work and to give feedback as per SOLAR

Pupil expectations

1. Pupils should use the Google Classroom platform immediately and follow their normal timetable. They should use their school Google Mail account and also reference their Google Calendar

[Using Google Classroom for Pupils](#)

[Sending Gmail (via Computer)](#)

Each morning pupils are expected to complete their Tutor Check In

[Completing the Tutor Check In](#)

2. Pupil lessons will be uploaded to their Google Classroom class page prior to their lesson. Tasks will be clearly signposted and relevant materials and resources will be uploaded to assist them.
3. Pupils are expected to work on their tasks for the duration of the timetabled lesson
4. Pupils will be required to submit their classwork by 6pm of the same day via Google Classroom

[Submitting a Photo to Google Classroom](#)

[Using Google Classroom to Share Work with your Teachers](#)

Remote Education Curriculum & Timetable

CBSC will implement remote education from the first school day that pupils are not in school. We will teach the same curriculum remotely as we do in school however, we may need to make some adaptations in some subjects. For example, in subjects such as science, PE, music, arts and technology, pupils may not have access to specialist equipment and facilities. The teachers will adapt the lesson to engage all pupils with this in mind.

How long can I expect work set by the school to take my child each day?

Your child will be set tasks in accordance with their timetable. They are expected to be in class and on task for each lesson of the day. Each lesson set should take your child the normal allocated time in their timetable. They should complete the tasks at the set times noted below.

Tutor Time/Registration	8:40am to 9am
Period 1	9am to 10am
Period 2	10am to 11am
Lunch 1	11am to 11:30am
Period 3	11:30am to 12:30pm
Period 4	12:30pm to 1:20pm
Period 5	1:50pm to 2:50pm
Period 6 (Y11 lessons)	2:50 to 3:50pm on Monday, Tuesday and Wednesday (plus Gold Week Thursday)

Expectations on Work Outside of the Classroom (WOTC)

All pupils will receive WOTC and they will be required to have to supplement this study with extended hours beyond the usual school day. WOTC tasks (Work Outside of the Classroom) will be uploaded to Google Classroom with submission details in conjunction with normal curriculum expectations. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day.

Pupils in Years 7 to 10 will be taught for 5 hours per day. Pupils in Year 11 will have five lessons every day but will also have a sixth lesson on Monday, Tuesday, Wednesday and Thursday (Blue Week only). Y10 pupils will also be offered the opportunity to access subject surgeries alongside Y11s during period six lessons.

Sixth form pupils will follow their normal timetable but will be expected to be engaged and on task for at least five hours per day.

Accessing remote education

CBSC will be using the Google Classroom platform for all remote learning. This is for lesson delivery, and for submission of pupil work as well as for assessment and pupil feedback.

Using Google Classroom for Students

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. CBSC will take the following approaches to support those pupils to access remote education. We will ensure that any pupil who does not have digital access will gain provision through:

➢ The distribution of school-owned laptops. CBSC will provide a Chrome Book if one is required.
➢ Where Wi-Fi connectivity is a concern, we will also provide a 'router' to ensure a Wi-Fi connection at home. Additionally, CBSC can apply to the DfE scheme called, 'Extra Mobile Data' (from mobile companies) to assist with Wi-Fi connection in your home.
➢ Providing printed resources where needed, such as textbooks and workbooks, to structure learning. This will supplemented with other communication from teachers to keep pupils on track or to answer questions about their work.
➢ It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family.

If you require support with digital access or with on-site provision, then please contact Paul Avery (Deputy Principal) at pavery@carshaltonboys.org

Teaching strategies (Pedagogical Approaches)

When teaching pupils remotely, teachers will set meaningful and ambitious work each day in all of your child's subjects. At CBSC we use a combination of the following approaches to teach pupils remotely:

Pupils will;

- ➢ CBSC will continue to use the normal timetables for each year group
- ➢ Be set a range of activities for each timetabled lesson commensurate with the amount and quality of work that would be set if pupils were attending face to face education
- ➢ Experience lessons which will include a welcome message from the class teacher or another member of the department (video or narration) to introduce each lesson with a plan for the session and activities to be completed
- ➢ Be online and available during all scheduled lesson times to respond to work submitted, written or verbal (via 'Mote' extension), and help students with their work. Teachers will alert students to their presence via the Google Classroom announcement stream.
- ➢ Receive at least weekly feedback and (if appropriate) grading on work submitted. This can be a combination of written and verbal feedback as long as it is in the Google Classroom. For non-core subjects, some weekly feedback may be 'whole class', but there will be regular individual feedback/grading in line with the departmental normal curriculum provision. Teachers will continue to provide data on achievement and progress of students whilst they are in lockdown and will keep a record of assessments and grades awarded
- ➢ Be provided with weekly engagement data (via their parents or carers) for all classes in years 7 and 8 (core subjects English, maths and science only), and examination classes in years 9-13 (all subjects).
- ➢ Experience 'live' content elements from their teachers in all lessons
- ➢ Experience teacher pre-recorded clips (Loom), or clips from other reputable resources such as BBC Bitesize, Oak Academy (KS3 & KS4) etc, to assist with the imparting of knowledge content or skills.
- ➢ Be expected to engage in all tasks or assessments
- ➢ Will be assessed in line with normal expectations of SOLAR, such as PATHS assessments
- ➢ Note that all lessons will be uploaded to Google Classroom as normal by the start of the timetabled lesson on the day of teaching, detailing CLASSWORK or WOTC, with dates and topic titles. Deadlines will be attributed to both. These will be clearly signposted and titled as below

  For Classwork: '[lesson date]: Classwork - [Lesson/topic]'
  For Work Outside of the Classroom   'WOTC - [Topic/activity title]'

- ➢ Note that their teachers may also post classwork as ASSIGNMENTS if students are required to 'upload' a response. Staff may post resources as 'MATERIAL' if students are working on a continual document (E.g. NEA portfolio, BTEC Units) or if they are being signposted to another platform such as Seneca or Mathswatch. Individual feedback will not be given on 'MATERIAL' posts. Teachers will use Google Classroom to receive uploads of work and to give feedback as per normal curriculum expectations
- ➢ May be taught using live teaching through Google Meet. This could be for the entire lesson or part of the lesson.
- ➢ Will experience recorded teaching in which CBSC staff are using resources including Oak National Academy lessons. They are also using pre-recorded Loom videos or audio recordings of themselves, and departmental colleagues teaching the content from the

subject's normal curriculum provision. This could be in addition to welcome recordings by the staff for each lesson

Teachers will use existing pedagogical techniques as far as is possible and will:

- ➢ Provide frequent, clear explanations of new content via Loom, via Google Meet within Google Classroom, via external vetted resources which will mirror the expectations of their schemes of learning (SOLAR). Each lesson will be delivered using a form of live content or through high-quality curriculum resources.
- ➢ CBSC staff will provide opportunities for interactivity, including questioning, eliciting and reflective discussion either via Google Meet, the Google Classroom stream, via the submitted work facility, via Mote Verbal feedback or via usual assessment practices within existing CBSC PATHS procedures.
- ➢ CBSC teachers will provide differentiated and scaffolded practices to enable all pupils to be challenged and supported in the delivery of new content.
- ➢ CBSC teachers will enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. Weekly feedback on each pupil in each subject is the minimum expectation for your child.
- ➢ CBSC teachers will use assessment, either during the lesson or post lesson, to ensure teaching is responsive to your child's needs whilst ensuring that it addresses any critical gaps in pupils' knowledge
- ➢ CBSC teachers will avoid an over-reliance on long-term projects or internet research activities

CBSC departments will ensure pupils have the necessary resources required to undertake the tasks posted. These will be uploaded to Google Classroom within a lesson post or assigned as 'Materials' within the Google Classroom platform. This may include pages from workbooks, worksheets, textbooks, extracts from reading books, links to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences and easily accessible links to long-term project work and/or internet research activities.

Engagement and feedback expectations

All CBSC pupils will be expected to engage with all of their remote learning. This means that they must engage with all of their lessons at their scheduled time. In addition to attendance in all lessons, pupils must work diligently and productively during the timetabled lesson. Pupils will also be asked to complete 'Work Outside of the Classroom' in each subject using the school's normal expectations within the existing curriculum. This will be posted by staff and will be in conjunction to their usual curriculum provision. CBSC will use checking, daily, whether pupils are engaging with their work. A lack of engagement will be noted by class teachers on a weekly basis and then fed back to subject leads, pastoral teams as well as families within the same time frame.

CBSC will be using a 3 point scale to assess engagement levels by each child:

1   The student is completing all work and the quality is good

2   The student is only completing some of the work, or all of the work, but at a standard which does not reflect their ability of their potential

3   The student is not completing any of the work

Year 7 and 8 will receive grades in core subjects and Years 9 to 13 will be graded in all of their subjects. Parents will receive this data on Friday of the same week.

Parental Support

1. *Establish routines and expectations*

It is important to develop good habits from the start. Create a routine and talk about how it's working over-time. Help your child get up, get dressed and be ready to learn at a reasonable time in advance of their timetable. Keep normal bedtime routines, including normal rules for digital devices. Use the CBSC timetable.

If they have access to their own device for the day

➢ They should get up early enough to have breakfast and be ready for school by 8.30am
➢ They should set up your home 'classroom' where you will not be disturbed/distracted
➢ They should check in online with their tutor at 8.40am and complete the tutor group activities for the day
➢ They should follow the normal school timetable, taking breaks between each lesson
➢ They should have a break at 11am for some physical activity, a snack and water, and a lunch break at around 1.20pm
➢ Finish lessons by 2.45pm and take another break
➢ Set aside an hour after this (and before 6pm) to finish off and submit any outstanding pieces of work

If they have to share a device with others

➢ They should check in online with their tutor at 8.40am and complete the tutor group activities for the day if this is not possible please let us know
➢ They should plan a 'timetable' for each day with at least 5 sessions when they can follow their normal timetable
➢ They should set up a home 'classroom' where they will not be disturbed/distracted
➢ They should ensure that the day has sufficient screen breaks, and opportunities for physical activity and nutrition
➢ They should try to ensure that work is completed and submitted between 8am and 6pm. Teachers may not respond immediately to queries outside of normal lesson times.

Please inform us if you have issues with a device which means your child cannot access remote learning.

2. *Choose a good place to learn*

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure that an adult monitors the online learning periodically. Keep doors open, and practice good digital safety.

3. *Stay in touch*

Teachers will mainly be communicating regularly through Google Classroom. Make sure everyone knows how to find the help they need to be successful. Stay in contact with classroom and support teachers, as well as with school leaders.

4. *Help your child to 'own' their learning*

No one expects parents to be full-time teachers or to be educational and subject content experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice.

5*. Begin and end the day by checking-in with your child*

In the morning, you might ask:

> ➢ What classes/subject do you have today?
> ➢ Do you have any assessments?
> ➢ How will you spend your time?
> ➢ What resources do you need?
> ➢ What can I do to help?

At the end of the day you might ask:

> ➢ How far did you get in your learning tasks today?
> ➢ What did you discover? What was hard?
> ➢ What could we do to make tomorrow better?

These brief grounding conversations matter. It helps them organise themselves and set priorities – even with older children. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

6. *Establish times for quiet and reflection*

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for Wi-Fi bandwidth and schedules throughout the day. Noise-cancelling headphones are an idea. Reading is also fundamental.

7. *Encourage physical activity and exercise*

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. You may want to think about how your child can pitch in more around the house with chores or other responsibilities. Now's a good time to think about increasing personal responsibility and pitching in.

While no one is sure yet how long distance-only learning will continue, we know that it won't last forever. Children and young people take cues from adult behaviour and attitudes, so it is important to communicate calm, confidence and optimism that we will pull through the crisis together.

Managing our own emotions will help our children stay focused on learning and looking forward to another school year.

8. *Manage stress and make the most of an unusual situation*

We are going through a time of major upheaval to our normal routines and ways of life. We have put in place layers of support for CBSC, so please don't hesitate to contact your child's teacher, school leader or support team if you needs assistance or advice.

9. *Monitor time on-screen and online*

Remote learning does not mean staring at a computer screen for seven hours every day. Teachers will aim to build in variety, but it will require some trial and error before everyone finds balance between online and close-space offline learning experiences. Work together to find ways to prevent 'down time' from becoming just more 'screen time'.

10. *Connect safely with friends, and be kind*

Remind your child to be polite, respectful and appropriate in their communications, and to follow school guidelines in their interactions with others.

Monitoring Pupil Engagement

Staff will monitor pupil attendance to Google Classroom tasks and attendance and engagement within the Google Classroom platform. This will be via attendance in live meets and also through submission of expected tasks during and post lessons. 'Work Outside of The Classroom' (WOTC) will also be monitored and this information will feed into an engagement grade submitted by teachers weekly. Tutors, learning coordinators and pastoral leaders will also monitor engagement with tutor based activities, tutor check in and remote assemblies.

Where a pupil's engagement is a cause for concern, pastoral teams at CBSC will contact home and discuss a strategy to ensure that the pupil begins to engage in a sustained manner.

Assessment

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work follow the school's normal curriculum process. Pupils will receive a minimum of weekly feedback on their submitted work. CBSC teachers will enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. Weekly feedback on each pupil in each subject is the minimum expectation for your child. Your child's teachers will use assessment, either during the lesson or post lesson, to ensure teaching is responsive to your child's needs whilst ensuring that it addresses any critical gaps in pupils' knowledge. CBSC will predominantly using the Google Classroom platform to feedback on submitted work. This can be in the form of written feedback and grading or also with the use of Mote verbal feedback.

Digital Platform

Please watch this clip.

[How to use Google Classroom for Students](#)

Pupils will need to use their school Google account details to log into Google Classroom (username@cbsc.co.uk and their usual password). If they still cannot log in, please contact your child's Learning Coordinator.

Pastoral Support

Y7   Mr R Szreider: rszreider@carshaltonboys.org

Y8   Miss S McGrath: smcgrath@carshaltonboys.org

Y9   Miss H Baker/ Mr B Earley: hbishop@carshaltonboys.org / bearley@carshaltonboys.org

Y10   Miss J Hendle: jhendle@carshaltonboys.org

Y11   Ms R Walker: rwalker@carshaltonboys.org

Y12   Mr F Hale: fhale@carshaltonboys.org

Y13   Mrs A White: awhite@carshaltonboys.org

Special Educational 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:

For pupils with SEND, their teachers are best-placed to know how the child's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school.

CBSC will endeavour to secure the special educational provision called for by any child's special educational need, as this will remain in place. CBSC will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it continues to remain the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are learning remotely or if they are self-isolating. In this situation, decisions on how provision will be delivered, will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely. This may relate to online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach. CBSC will consider these expectations in relation to the pupils' age, stage of development or special educational needs. We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so CBSC will work with families to deliver an ambitious curriculum appropriate for their level of need.

The person with responsibility for SEND is Paul Parr Assistant Principal. Please contact Mr Farr if you need to discuss any SEND issues. pfarr@carshaltonboys.org

Vulnerable Pupil Access to Remote Learning

Where individuals, who are being taught remotely or are self-isolating, are within our definition of vulnerable, CBSC will continue to keep in contact with them.

➢ All vulnerable pupils will be offered on-site provision
➢ Where on-site provision has been declined, CBSC will contact the child regularly to ensure that the pupil has access to online learning and is engaging with all tasks
➢ CBSC will also liaise frequently with the attached Social Worker to ensure that engagement is high

When a vulnerable child is asked to self-isolate, CBSC will notify the relevant social worker (if they have one). CBSC school leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. CBSC will check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their class remains in school, his teachers will be notified of this self-isolation and he will be able to access the lessons as normal via Google Classroom. The same expectation of provision will be sustained to ensure that self-isolating pupils are able to continue with their education in step with their peers.

Digital Safety

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. CBSC will use the following guidance to ensure that remote education is safe.

➢ safe remote learning, published by SWGfL
➢ online safety and safeguarding, published by LGfL, which covers safe remote learning
➢ the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
➢ safeguarding and remote education during coronavirus (COVID-19)
➢ annex C of keeping children safe in education

In conjunction with the school's IT Support department, pupils and staff will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

➢ Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
➢ Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
➢ Making sure the device locks if left inactive for a period of time
➢ Not sharing the device among family or friends
➢ Installing antivirus and anti-spyware software
➢ Keeping operating systems up to date – always install the latest updates

Appendices

Google Classroom 'To Do' lists

All work will be presented in the pupils' 'To Do List' on Google Classroom. This can be found in the top left hand corner on both the website and the phone/tablet apps. The steps below explain how to access this.

> *Click on the 3 lines in the top left hand corner*
> *Click on 'To Do'*
> *This will bring up all work without a due date, work due this week, next week and later (see example below)*

'How to' Videos & Guidance

Below is a list of 'How To' videos for Google Classroom. Some of which are published on the CBSC Help website: https://help.cbsc.co.uk/

Parents can submit a form via the website link above. Parents can also submit a subject enquiry form, if they have a subject specific query.

General 'How to use Google Classroom Video: https://youtu.be/G5P7nVbQWJc

How to submit an assignment: https://youtu.be/-lrTEup2wDQ

Using a template for a Google Classroom Assignment: https://youtu.be/xezAuPrA16A

How to upload a photo/scan of work to Google Classroom Assignment:
https://youtu.be/YpOTxdvr8dE

How to send a Gmail: https://youtu.be/qsRi9Dif-F4

Google Classroom To Do list for WOTC & using Google Calendar:
https://www.loom.com/share/2ab4e7ec8a944ac3a0152093f4d0bf25

PDF Guidance Google Classroom
https://drive.google.com/open?id=15GavhaSHBSFwG_Hm1gufh6y7rUjxl5dG

PDF Guidance for submitting work
https://drive.google.com/open?id=15JXIkJJ6EJeNNRHpwi8n2J_HBHM26SJ7

PDF Guidance for using an iPad with Google Classroom
https://drive.google.com/open?id=15L9T9sucrpRGxGag2CKyJdmqYPrllFDo

Useful Apps/Websites

Lots of the school's apps can be found on the CBSC Shortcuts page. This can be found by going to the school website, clicking on the 'Quick Links' button in the top left hand corner of the page, then clicking on the 'Shortcuts' tab. https://www.carshaltonboys.org/

Useful Apps

It is recommended to parents and pupils that they have access to these apps on their phone or have access to these at home either via a phone or tablet device. For the Google Apps, pupils are instructed to sign in using their @cbsc.co.uk Google Account

Google Drive (Creating documents, uploading files)

Google Chrome (Search engine and completing Google Forms)

Google Classroom (Completing Classwork and WOTC)

Google Mail (Contacting staff about work)

Google Meets (virtual lessons/meetings)

Google Calendar (Timetable and WOTC - help with organisation)

CamScanner (Scanning Documents to upload to Google Classroom)

Apps/Websites used in Lessons and WOTC

Seneca - https://senecalearning.com/en-GB/
 Students create an account for this. They usually use their @cbsc.co.uk school Google Email to log in. As they set this up, if they forget their password, they must follow the 'Forgotten Password' link when they try to log in to reset this. The IT department do not set these up for students. Students are directed by their teachers to join a class to complete both WOTC and classwork.

Mathswatch - https://vle.mathswatch.co.uk/vle/

Students will sign in using their school Gmail account for both the password and the username. For example:

Username: ab12345@cbsc.co.uk
Password: ab12345@cbsc.co.uk

This is used frequently by the Maths Department for both WOTC and classwork.

EverLearner - https://www.theeverlearner.com/

This is only used by some departments in KS4 and KS5. If your child has forgotten their log in details, they must contact their subject teacher, either via email or the Google Classroom to have their details reset.

Language Gym https://www.language-gym.com/

This is used by the Modern Foreign Languages team (MFL = French/Spanish). Students use an email address of their choosing to log in to Language Gym. Students are guided on this via their Google Classroom and during lesson time. If your child has forgotten his log in details

School Gateway App

School Gateway enables parents to access and receive updates on their child's attendance and behaviour. There are two ways to access School Gateway. Via the App or a Web Browser. Parents who have a smartphone are invited to download an app called 'School Gateway' and they are asked to navigate to their App store or go to either:

www.schoolgateway.com/apple (this will take you to iTunes) or

www.schoolgateway.com/android (this will take you to Google Play)

Once the App is downloaded the parents will receive updates on their child's attendance & behaviour. Parents will also receive text messages from the school through the App. To view School Gateway online, parents are asked go to either www.schoolgateway.com or select the school gateway link from the CBSC website.

Parents will be directed to the tab for 'New User' where they enter the email address and mobile number. Parents then click the icon 'Send Pin'. This will generate a 4 digit pin number that will be sent in a text message to your mobile.
Parents then select the tab for 'Existing User' and enter their email address, the 4 digit pin number and then click on the 'Login' icon. If parents have other children then the email address/mobile number registered, must be the same if they want the accounts to merge.

Guardian Summaries

Parents who have not accepted invites to Guardian Summaries will be sent a second invitation via email to join Guardian Summaries for Google Classroom. Parents have 120 days to accept an invitation before it expires. Both priority 1 and priority 2 contacts will receive the email summary. Guardian email summaries are sent weekly. Parents do not require a Google account to view the summaries. However if parents would like to change the frequency to daily summaries, they will need to have a Google account

(https://support.google.com/edu/classroom/answer/6388136#manage) The email summaries will come from 'noreply@cbsc.co.uk'.

Some parents have set up a Google Account in order to change the frequency of their summaries to daily. They have then set up '*Forwarding*' so it comes directly to their regular email address. Parents who are not sure on how to set this up, can consult this guidance here:

https://support.google.com/mail/answer/10957?hl=en-GBor

email hbishop@carshaltonboys.org

Setting up a Google Mail Forwarding (optional)

Parents who are using a Gmail account for your Guardian Summaries in order to receive daily emails, but would prefer them to all go to their 'usual' account, can follow the steps below to set up forwarding.

> - On your computer, open Gmail using the account that you want to forward messages from. You can only forward messages for a single Gmail address, not for an email group or alias.
> - In the top right, click Settings   See all settings.
> - Click on the Forwarding and POP/IMAP tab.
> - In the "Forwarding" section, click Add a forwarding address.
> - Enter the email address that you want to forward messages to.
> - Click Next Proceed OK.
> - A verification message will be sent to that address. Click the verification link in that message.
> - Go back to the settings page for the Gmail account that you want to forward messages from and refresh your browser.
> - Click on the Forwarding and POP/IMAP tab.
> - In the 'Forwarding' section, select Forward a copy of incoming emails to.
> - Choose what you want to happen with the Gmail copy of your emails. We recommend that you Keep Gmail's copy in the Inbox.
> - At the bottom of the page, click Save Changes.

Designated safeguarding lead

The DSL is responsible:

Paul Avery   pavery@carshaltonboys.org

Students Committee Policies

IT staff

IT staff are responsible for:

> - Ensure that systems used to set and collect work are functional
> - Helping staff and parents with any technical issues they're experiencing
> - Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
> - Assisting pupils and parents with accessing the internet or devices

Pupils and parents Staff can expect pupils learning remotely to:

> - Be contactable during the school day – although consider they may not always be in front of a device the entire time
> - Complete work to the deadline set by teachers
> - Seek help if they need it, from teachers or teaching assistants
> - Alert teachers and pastoral teams if they're not able to complete work

Staff can expect parents with children learning remotely to:

- ➢ Make the school aware if their child is sick or otherwise can't complete work
- ➢ Seek help from the school if they need it from teachers, subject leaders or pastoral staff

Governing board

The governing board is responsible for:

- ➢ Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ➢ Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- ➢ Issues in setting work – Contact Departmental Lead or Matt Robinson mrobinson@carshaltonboys.org

- ➢ Issues with behaviour – talk to the relevant Learning Coordinator or Senior Leader

- ➢ Issues with IT – talk to IT staff or Remote Learning Lead itsupport@carshaltonboys.org

- ➢ Issues with their own workload or wellbeing – talk to their line manager or Jo Long (HR) jlong@carshaltonboys.org

- ➢ Concerns about data protection – talk to the data protection officer and IT Support itsupport@carshaltonboys.org

- ➢ Concerns about safeguarding – talk to the DSL Paul Avery pavery@carshaltonboys.org

Data protection - Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- ➢ Use Google Classrooms linked to SIMS

- ➢ Use school hardware to access Google Classrooms where they are able to

Processing personal data

Staff members may need to collect and/or share personal data such as school Gmail addresses as part of the remote learning system as long as this processing is necessary for the school's official functions. Individuals don't need to give permission for this to happen. Staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

In conjunction with the school's IT Support department, staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

➢ Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
➢ Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
➢ Making sure the device locks if left inactive for a period of time
➢ Not sharing the device among family or friends
➢ Installing antivirus and anti-spyware software
➢ Keeping operating systems up to date – always install the latest updates

Monitoring arrangements

This policy will be reviewed in Spring Term 2021. At every review, it will be approved by the Full Governing Body.

Communication with Home for Isolating Pupils

Parents/guardians will receive immediate and sustained communication from the school when pupils are isolating.

Links with other policies

This policy is linked to our:

➢ Behaviour policy

➢ Child protection policy

Students Committee Policies

➢ Data protection policy and privacy notices

➢ Home-school agreement

➢ ICT and internet acceptable use policy

➢ Online safety policy

Policy & Strategy Committee Policies