



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Encouraging Big Ideas’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work

RATCLIFFE COLLEGE REMOTE LEARNING POLICY

Author: J Davis	Receiver: Parents
Review Date: July 2023	Next Review: September 2024

Rationale - to ensure that students have access to learning materials and input from teachers to support their learning. Ratcliffe College is committed to providing continuity of education to its students and will do so through a process of remote learning. We have considered the quality of our remote education provision in the lockdown period, using a questionnaire survey with parents, students and staff called 'Stop, Change, Continue'. The results of the survey have informed our current approach to Remote Learning.

'Remote Learning' refers to the following situations:

1. students who are ill and are absent due to sickness other than Covid-19;
2. Boarders who have not yet returned to school or Boarders who have returned home early;
3. a student awaiting test results at home for himself/herself or family members;
4. a student isolating at home after testing positive;
5. a class/group /Year group sent home after confirmation of positive cases;
6. a teacher awaiting test results or isolating at home;
7. local or national lockdown.

The principles that underpin our Remote Learning Policy, follow the UK Government expectations that:

1. *The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.*
2. *All students will continue to follow their full timetables.*
3. *Remote education is integrated into school curriculum planning. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*

Google Suite has been chosen as the online tool that will be consistently used across the School in order to allow live and recorded interaction, assessment and feedback. Therefore, Google Classrooms have been set up for all students and will be used as a key method for communication by students and staff.

Individual students absent from school

Individual students absent from school, for example, awaiting test results/isolating at home, Boarders not in school, will be able to access lesson resources on their Google Classrooms for each subject. As teachers are delivering 'live lessons' in school, they will post information about the contents of the lesson at a convenient time, either before or after the lesson has taken place. Students should review the information on the Google Classroom stream which will indicate the work that has been set, which may use printed materials/textbooks provided previously or online lesson materials.

Groups of students isolating at home - Class, Group or Year group sent home

1. If a class, group or Year group are sent home, students will follow their timetable to complete a 6 period day, with contact with each subject teacher throughout the whole lesson.
This is crucial to ensure that students are fully committed and engaged with the learning. If there are some students in school and some joining from home, students will be asked to switch the camera off when the teacher is presenting and mute their mic. They should listen to the teacher's instructions carefully.

Students will be required to login and register with their class teacher or Tutor from 8.25am. Students will consult their Google Classrooms for a Google Meet code and log in, following the usual lesson times:

Period 1: 8.45. Period 2: 9.45. Period 3: 11.00. Period 4: 12.00. Period 5: 2.15.
Period 6: 3.15.

(DEPENDENT ON SCHOOL LESSON TIMES)

When a whole class or Year group is sent home, the teacher will continue to teach the lesson based in their teaching classroom/office area. Lessons will be 45 mins long, to allow students and teachers respite from looking at a computer screen. Class teachers are expected to stay online for the duration of lessons to provide ongoing support throughout the period. Teachers will end the lesson and instruct students to log off, with appropriate time to log into the next Google Classroom lesson.

Marking and feedback will be online if the remote learning policy is being used to reduce physical handling of books and resources. However, not all work will be online or typed; departments will also provide printed resources, such as textbooks and workbooks, for use in class and at home. Appropriate Textbooks/workbooks/exercise books will therefore be available to supplement online resources. Materials can also be posted out in the event of a lockdown to students unable to access the internet.

When teaching students remotely, teachers will set assignments so that students have meaningful and ambitious work each day in a number of different subjects. As the timetable will be followed closely, lesson by lesson, explanations will be communicated by the teacher to the students using Google Meet and may be supported by follow-up instructional videos and high-quality learning resources.

Opportunities to ask and answer questions will be provided in a variety of formats:

- asking students to write in the chat box on Google Meet sessions;
- asking students to answer questions by name;
- using quizzes/tests via Google Forms;
- using online tools such as Nearpod that allows instant interactivity;
- setting work via Google Classroom, assigning documents to each student that can be filled in and handed back to the teacher for marking.

Regular checking of work will enable teachers to 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. Teachers will check students have completed the work set weekly.

Core, extension and optional tasks will be set to enable differentiation and individual choice, with verbal explanations from teachers clarifying key learning points and providing students opportunities to review materials with their teachers in Google Meets. Each lesson will be a discrete unit that enables students to consolidate, develop or extend their learning. Each lesson may support development of a longer piece of work, for example an essay or designing an object, but will not use a project format where students are left to work on their own.

Local or National Lockdown

1. Teachers will post the work and Google Meet code at the beginning of each day. If there are problems with students accessing Google Meet or if the child is in another country, the work will be posted online for the student;
2. All students are required to login at the required time, following their timetable and cameras must be ON. A register must be taken for each lesson and absence will be recorded;
3. Teachers will replicate an in-school experience as much as possible. **The lessons will last for 45 minutes.**

i) the teacher must stay online for the whole lesson, providing direction and support throughout the period;

ii) or, with larger groups, for some lessons, meet the whole class at the beginning of the lesson then a smaller group stays online for small group teaching, on a rota basis.

Asking questions to teachers - students will be asked to post questions on the Classroom Chat box and verbally, during directed teaching time, so they are able to clarify the work set and continue to interact with their teacher, so understanding of the topic can be gauged;

It is the student's responsibility to complete any outstanding work outside of the lesson;

Prep timetable will be followed, with an emphasis on non-screen learning, if possible;

Teachers should be clear with students about which work should be sent back to the teacher for feedback and assessment. As usual, feedback should involve the students being encouraged to redraft/revisit their work in the light of feedback. They do not need to re-submit work, unless asked. Core subjects - one core piece per week is suitable;

Teachers will contact parents and report to the Tutor if students are not handing in work to agreed deadlines, at the end of a full week. Deadlines must be realistic and extensions must be given to allow students and parents time to manage access to computers and the internet;

No teacher or student is expected to answer queries after 4.40pm.

Students will be provided with guidance on expectations and responsibilities during Remote Learning:

Class/ Year Group isolating or Lockdown:

- Should follow their normal timetable, logging into each lesson on time to be registered;
- Keep their cameras ON so student/teacher interaction can be maintained and the classroom experience can be replicated;
- Use the chat box to ask/answer questions sensibly in the lesson and complete all set work to the best of their ability;
- Use Google Classroom to send work to their teachers on time;
- Must attend registration every day, 8. 25am, along with assemblies and Tutor Time.

Parents:

- Should encourage and support their child's learning, including: **ensure your son/daughter attends online schooling**; find an appropriate place at home to work; and ensure that they have a structured day by following the normal school timetable for the day;
- Should contact subject teachers/ Tutor if they have any concerns regarding their child's work or pastorally via email. Teachers will respond within a reasonable timeframe (48 hours) to an email during the working week. A full list of staff email contacts can be found on the School website.

SAFEGUARDING FOR REMOTE LEARNING:

Online teaching, as per the Remote Learning Policy, should follow the same principles as set out in Ratcliffe College Staff Code of Conduct policy. Students and staff must continue to adhere to the Ratcliffe College Acceptable Use Policy (AUP).

Ratcliffe College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

- All Google Meet lessons must be via a Ratcliffe College account. Staff **MUST NOT** use their personal Google account to initiate a Google Meet lesson. The member of staff must log in with their Ratcliffe username and password through RM Unify;
- Staff must only use platforms provided by Ratcliffe College to communicate with students. For example, Google Meet, Google Classroom and email;

- No online 1:1s, unless written permission is given by the parent and student, and teacher agreement. Audio only or Audio/Visual is permitted;
- Staff and students must wear appropriate attire, as should anyone else in the household in cases where the video camera is on during lessons;
- Devices must be used in appropriate areas of the home, and the background should, where possible, be neutral;
- Students can join 'Live streamed classes' via Google Meet if they are isolating at home or cannot return to school, if appropriate. Lessons can be recorded by the teacher and posted on Google Classroom for students not in school, if cameras are focused on the board/teacher and not students, or switched off;
- Students or staff must not reproduce, edit or pass on to anyone within the College or external to the College any online resources created by the School, including video or audio. For example, pre-recorded audio clips or video;
- Communication by both students and staff, spoken, recorded or written **must** be professional and appropriate at all times;
- Family members should not be present in the background and must not 'join in' with classes;
- Before commencing a lesson via Google Meet, staff should inform students that they must turn their camera ON;
- At the end of the lesson on Google Meet, the member of staff must be the last person to leave the session to ensure the students have left and close the meeting.

Pastoral Care during a School Closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents/guardians. However, Tutors (under the guidance of the Deputy Head Pastoral and Heads of Year) will register each morning with their tutees via Google Meet to lead a prayer, give out daily notices, rewards and attend Tutor Time or an Assembly to monitor both academic progress and general wellbeing. Tutors will be expected to pass on relevant feedback to Heads of Year via a note in the Daily Log. Where appropriate, Tutors may share matters arising with their Head of Year. All students must attend Tutor Time. Failure to attend will result in a follow-up telephone call from the School and a sanction in the form of a behaviour point.

Safeguarding during a School Closure

In the event of a school closure, students, parents and staff are reminded that the School's Safeguarding and Child Protection Policy still applies to all interactions between students and staff, as detailed in the policy. Staff must adhere to the safeguarding protocols as set out in the Safeguarding and Child Protection Policy, whether they are at home, in the community or at school. Staff must adhere to the Staff Code of Conduct, which encompasses many of the principles and practices set out in the Safeguarding and Child Protection Policy.

Any questions or concerns about safeguarding should be brought to the attention of the Designated Safeguarding Lead:

Safeguarding concerning Senior School students:

jmasterton@ratcliffecollege.com (Director of Safeguarding)

jrainger@ratcliffecollege.com (Deputy Head Pastoral)

Safeguarding concerning staff:

jreddin@ratcliffecollege.com (Headmaster)

kryce@ratcliffecollege.com (Senior Deputy Head)

Safeguarding concerning Headmaster:

Chair of Governors via Clerk to the Governors

