Remote Education Policy

Lancing College

1   Introduction

The transition from school to home as a place of learning could be challenging for some as their well-established and natural rhythms, routines and habits are inevitably changed. This policy has been implemented to help pupils engage as readily and productively as they can while away from the College (see also Distance Learning Responsible User Agreement.)

2   Live/Recorded Lessons

2.1   Lancing College seeks, in line with its published outlines to parents, to teach all classes in both 'live' and recorded fashion during any future period of school closure via the medium of Microsoft Teams, the College's subscription service for the organisation of teaching and learning.

2.2   Any student working in a time zone where they cannot reasonably access a lesson live will be able to access a recording of it and to post any questions they have for response prior to the next accessible live lesson.

3   Use of Technology

3.1   Microsoft Teams as an environment allows students and staff to interact face-to-face via dynamic video conferencing as a whole class, in small groups and via individual student-teacher conversations. It also allows collaboration on work for brief text-based posting of questions – both students and teachers benefit from the interactivity and additional support this provides.

3.2   All Lancing students use their own devices as part of their regular education which cohere seamlessly with both Microsoft Teams and our Virtual Learning Environment (VLE). The VLE in particular is home to the many educational subscription services that are contained within it (an electronic library of over 90,000 books, for example, along with extensive journal and magazine subscriptions) as well as a vast store of resources, both purchased from external publishers and designed specifically by our expert staff for our students.

3.3   Staff are provided with Microsoft Surface Pro devices for the delivery of online learning and have a rolling programme of training to aid the continued development of their distance and blended learning pedagogy.

3.4   Work can be set, marked and returned by both Teams and our VLE platform, allowing for swift and dynamic feedback to support student progress.

4   Feedback

4.1   The distance learning model we would provide in the event of future school closure is one based on response to student, staff and parental feedback, with the model adjusted in response to that feedback to maintain maximum effectiveness.

4.2   Examples of adjustments include:

(a)   *More 'face-time'*: The onus is now on students to have their camera on in classes and to 'mic on' to contribute.

(b)   *Fewer offline tasks*: Individual work to be done more in class with the teacher there for help. Where tasks would ordinarily be completed in evening school,

now those evening school sessions will be more about preparation for the next class

4.3   Recommendations to parents:

(a)   *10 minute reviews*: at the end of a day over a drink and away from a screen will allow their child to consolidate their day's activity.

(b)   *One screen, and only when its needed*. Although screens are a necessity, of course, for distance learning, parents are encouraged to try to limit screen time beyond class time and, during classes, encourage silent, separate working spaces.

(c)   *Quick, sharp breaks are built into the day*. Healthy snacking, a little time outdoors and good hydration all aid focus.

Author:	John Herbert, Deputy Head	February 2021
	Reviewed	January 2024