



Remote Learning Policy 2021-2022

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Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and online safety
- Support staff in maintaining high academic standards in the event of a school closure

Roles and responsibilities

All staff

When providing remote learning, teachers must be available between 8:15am and 4:15pm. If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to the Associate Head as soon as possible at keeley.head@morehousemail.org.uk.

When providing remote learning, teachers are responsible for:

1. Teaching

- Teaching classes as scheduled on the school timetable for 2021-22.
- Online lessons should follow the below format:
 - 15 minutes (approx.) Online explanation of content and task-setting
 - 30 minutes (approx.) Students complete task
 - 15 minutes (approx.) Online plenary / Q&A / feedback
- Being mindful of the following guidance when teaching remotely:
 - **Clarity of explanation is essential.** Instructions should be concise and not contain more than one step. Expect to repeat instructions.
 - Work should be pitched so that it is accessible for all students; it is expected that differentiation by outcome will be a key feature of provision. It is sensible to pitch work a little below the level you might do normally, to take into account students' additional cognitive load. Try to avoid creating lots of documents for students to manage - it is far easier to have all of the materials in one place (i.e. shared Google Slides or Docs or PearDeck).
 - Include extension tasks to stretch and challenge all students, as appropriate.
 - Students with SEN will be more vulnerable to the uncertainty of the current situation, so it is essential that when planning or setting work that their needs are considered. They may need more time to

process information given in a 'Meet', and it is very likely that focus at home will be very challenging for them. Consideration should be given to deadlines for tasks to allow for flexibility to reduce student's anxiety.

- When setting tasks, allow plenty of time for these to be completed. Do not set a deadline of the following day. Deadlines should be on the same day each week.

2. Teaching Resources

- Continuing to follow the Departmental Plans for Blended Learning
- Ensuring all digital resources are accessible on Google Classroom
- Ensuring that policies and procedure for the use of Google Classroom are in place at all times.
- Coordinating with other teachers, including those teaching in school, to ensure consistency across the year/subject.

3. Homework

- Years 7-9: homework will be suspended during periods of remote learning
- Year 10: a reduced homework timetable consisting of one subject per week (30-40 minutes) will be implemented during periods of remote learning.
- Years 11 and the Sixth Form: homework will continue to be set in the usual way during periods of remote learning.

4. Feedback and Marking

Teachers are encouraged to use the following means of assessing students' progress during online lessons. Please note that some of these will require students to bring their mobile phone to the lesson.

- **Seneca** - use of Premium subscription courses to monitor progress and set homework
- **PearDeck** - to collect live answers from your students as you teach them
- **Kahoot!** - for fun game based quizzes (visit <https://kahoot.com/schools/> to get started).
- **Padlet** (visit <https://youtu.be/UkBnwPqalJA> to watch a tutorial).
- Any other appropriate digital tool as per each Department's Blended Learning Plans

It is unrealistic for all work to be marked in detail. Teachers will aim to tell students when setting work, the level of marking or feedback they can expect. Work that requires teacher marking and feedback should be completed digitally by students, either as a document or presentation, or using any (but not limited to) the following:

- Whole class feedback (verbal, written or video) to address common misconceptions
- Immediate live personal or whole class verbal feedback given whilst the teacher is tracking student progress online in class
- Immediate verbal feedback given whilst the teacher is moving through the classroom
- Written feedback provided directly onto a piece of online work in real time using comments
- Individual verbal feedback given on a task after it is completed using online tools such as Mote

- Immediate feedback and remediation, including written explanations, voice notes and videos, on Google Form assessments or tasks that are sent out automatically
- Feedback that requests extension on what has already been achieved, perhaps even with links to further reading to guide this extension

The use of technology allows students to receive feedback that will have an impact on all tasks that they produce and decreases the amount of time needed for effective feedback to be given.

5. Attending virtual lessons / meetings with staff, parents and pupils

- Teachers should adhere to the dress code outlined in the Staff Handbook.
- When choosing a location, please avoid areas with background noise and ensure that there is nothing inappropriate in the background).
- In the event of blended learning, teachers who are working in school will be expected to provide remote learning for any groups of students studying from home.

6. Assessment and Reporting

Informal, low-stakes tests are a highly effective way of helping students to consolidate prior learning and fix this in their long term memory. Remote learning lends itself to the use of this type of assessment; embed short tests into lessons as appropriate.

The school will continue to follow the usual Assessment Point cycle. In the event of remote learning, assessments will need to be set remotely.

The school will continue to follow the usual cycle for reporting and parents' evenings as scheduled in the school calendar. Parents' Evenings will take place via the SchoolCloud platform until further notice.

7. Rewards and sanctions

Teachers should continue to follow the school's behavior policy and 'Learning Journey', issuing rewards and sanctions in accordance with this.

Heads of Department

Alongside their usual responsibilities, HODs are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Alerting teachers to resources they can use to teach their subject remotely
- Continuing to check in to Google Classroom and lessons where appropriate according to the Learning Visit Policy

Senior leaders

- Alongside any teaching responsibilities, senior leaders are responsible for:
- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning across the school:
 - HODs should already be teachers in Google Classroom classes

- Where HODs are the only members of a department, the Deputy Head Academic and Senior Teacher Academic will be made teachers in the Google Classroom
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for:

- Carrying out the ordinary duties of the DSL as per the Safeguarding and Child Protection Policy
- Ensuring that all safeguarding procedures are followed during remote learning
- Together with the Associate Head, ensuring that no student is alone in a Google Meet with a teacher by drawing up a roster for staff to be joined by an additional teacher where classes of one take place.

IT staff

The IT technician is responsible for:

- Distributing and setting up hardware for teaching staff as required;
- Fixing issues with systems used to set and collect work;
- Helping staff and parents with any technical issues they're experiencing;
- Reviewing the security of remote learning systems and flagging any data protection breaches

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 if they're not able to complete work
- Students are expected to comply with the school rules as if in school physically.
- All students have signed the updated version of the user protocol agreement which outlines the code of conduct for distance learning.

Staff can expect parents with children learning remotely to:

- Ensure their daughter has a safe and appropriate space to work
- Ensure that their daughter is ready in time for lessons
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to 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

Data protection

Accessing personal data

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

- Be able to access iSams in order to facilitate (but not limited to)
 - taking of the register each lesson
 - recording debits and credits
 - HODs communicating with parents regarding missed work
- Staff will be using the device with which they normally access the school network. In some cases, this will be a school-issued device and in others, this will be a personal device.
- Will access students' work through Google Classroom and through Google Meet

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. All students will already be enrolled in Google Classroom classes.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All 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

5. Safeguarding

The school's Safeguarding and Child Protection Policy remains in force for remote learning and will be reviewed and updated in the event of partial or full closure of the school.

6. Monitoring arrangements

This policy will be reviewed on a termly basis by the Deputy Head Academic and approved by the Head and Associate Head at every review.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Teaching and Learning policy
- Feedback policy
- Parents' Evenings and Reports policy
- Assessment policy
- Homework policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy