



# Remote Learning Policy 2023-2024

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**MORE  
HOUSE  
SCHOOL**

KNIGHTSBRIDGE

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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 Head of Operations as soon as possible at [keeley.head@morehousemail.org.uk](mailto:keeley.head@morehousemail.org.uk).

When providing remote learning, teachers are responsible for:

### 1. Taking registers in every lesson

- Just as with our in-School provision, the taking of registers on iSams with all students during remote learning is vital.
- **Registration should be taken through iSams as usual for both registration periods and in all online lessons.**
- Absences from remote lesson should be reported to:
  - Year 7 to 9: KW
  - Years 10 to 11: DC
  - Sixth Form: SOC

### 2. Teaching

- In the case of a partial School closure (i.e. when only certain year groups are learning remotely) all staff are expected to teach remote lessons from School for the relevant lessons and in person for those year groups still in School.
- In the case of a full School closure, teaching expectations will be communicated by the Head and Head of Operations.
- Teaching will follow the published School timetable.
- Online lessons should follow the below format:
  - 5 minute engagement, hook, retrieval or do now activity
  - 10 minutes (approx.) Online explanation of content and task-setting
  - 30 minutes (approx.) Students complete task
  - 10 minutes (approx.) Online plenary / Q&A / feedback / Further challenge
- 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). See [this document](#) for ideas on how to use Hyperdocs to achieve this.

- Include extension tasks to stretch and challenge all students, as appropriate.
- Students with SEN will be more vulnerable to the uncertainty of the 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. Tools such as Mote can be used to encourage verbal feedback and communication with students who need additional encouragement. Mote can also be used to read texts for students with dyslexia or slow reading skills.
- When setting tasks, allow plenty of time for these to be completed. Do not set a deadline for the following day. Deadlines should be on the same day the next week.

### 3. Teaching Resources

- Continuing to follow your Departmental Plans for Blended Learning or the School-issued guidance for blended learning;
- Ensuring all digital resources are accessible on Google Classroom and are clearly identified using the following naming conventions:
  - CW Date Topic - no due date.
  - HW Date Topic - with a due date.
- Ensuring that policies and procedures for the use of Google Classroom are in place at all times;
  - All work is to be shared in Google Classroom.
  - All work is to be assigned, submitted and given feedback through Google Classroom.
- Please set all lesson resources - slides, links, videos, worksheets - in one Google Classroom assignment to ensure students are able to access this easily; and
- Coordinating with other teachers, including those teaching in School, to ensure consistency across the year/subject.

### 4. Setting 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. A temporary homework timetable will be published to reflect this.
- **Years 11 and the Sixth Form:** homework will continue to be set in the usual way during periods of remote learning.
- Online tools to assist with setting homework:
  - Seneca Premium courses
  - GCSEPod
  - [Quizlet](#) - online quiz and flashcard tool
  - [Fligrid](#) - online video tool in TikTok style but especially designed for education

## 5. Feedback and Marking

Teachers are encouraged to use the following means of assessing students' progress during online lessons:

- **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 or the [inspiration document](#).
- **Formative** - to collect live data from students during a lesson and to create interactive exercises.

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;
- 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; and
- 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.

Students may also self-assess as answers are discussed with the class and they should try to do this in purple. A tick can be included by choosing: Insert > Special character and then searching for a "check".

## **6. Attending virtual lessons / meetings with staff, parents and pupils**

- Staff briefings will continue as scheduled but will be held through Google Meet.
- 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).
- Teachers should make use of the blurred background function in Google Meet when teaching from home.
- 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.

## **7. 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, making particular use of PearDeck and Seneca.
- The School will continue to follow the scheduled assessment timetable. In the event of remote learning, assessments will need to be set remotely (apart from end of year exams).
- 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 as normal.

## **8. Issuing rewards and sanctions**

- Teachers should continue to follow the School's behaviour policy and 'The Learning Journey', issuing rewards and sanctions in accordance with this. All rewards and sanctions should be issued via iSams.
- Detentions are suspended during times of remote learning.

## **9. Conducting Learning Visits and CPD in times of full School closure**

- CPD sessions will continue as usual, but will focus on digital solutions to teaching to further support staff in the delivery of online remote learning.
- Learning Visits will continue on an adjusted schedule during full School closure

## **10. Ensure SEN support continues**

- All staff are required to remain familiar with the Learning Support guidance in iSams. The SENCO will provide any additional guidance that may be necessary in the case of remote learning.
- SEN support lessons will continue as scheduled but will be held via Google Meet. Cover will need to be arranged to ensure a second member of staff is online for 1:1 support lessons as per the remote teaching safeguarding protocols.
- Sanctions, concerns and special mentions for students on the SEN register should be referred immediately to the SENCO.
- 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. Tools such as Mote can be used to encourage verbal feedback and communication with students who need additional encouragement. Mote can also be used to read texts for students with dyslexia or slow reading skills.

## 11. Support MACO provision

- The **Be More** programme will continue during periods of remote learning.
- Individual mentoring and stretch and challenge both in and out of the classroom will continue as planned.
- Individual mentoring meetings will require two members of staff to be present.
- **Be More** events can continue remotely where this is possible and a collection of extension activities, events, webinars and online tasks will be shared with students on the programme.

## 12. Cover lessons

- Cover lessons will be set through iSams as usual. 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 Head of Operations as soon as possible at [mkeeleym@morehousemail.org.uk](mailto:mkeeleym@morehousemail.org.uk)
- Teachers who are unable to teach will need to invite the relevant cover teacher to the appropriate lesson using the lessons already set up in Google Calendar.
- Work should be set through Google Classroom and the cover sheet should be shared with the Head of Operations as soon as possible (either the night before or before 08:15 on the morning of the absence from remote teaching).

## 13. Be aware of lessons with only one student (mostly for Sixth Form)

- A schedule of online monitoring will be arranged by the Head of Operations to ensure that no staff member is alone with a student in a Google Meet.
- Staff who have classes of only one student should ensure that they invite the relevant support teacher to the appropriate using the already set up in Google Calendar.

## 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; and
- 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; and
- Ensuring, together with the Head of Operations, 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; and
- Reviewing the security of remote learning systems and flagging any data protection breaches.

## Pupils and parents

**Staff can expect pupils learning remotely to:**

- Arrive to Google Meets on time and dressed appropriately;
- Keep their cameras on for the duration of the lesson (exception: students using iPads may be unable to do this);
- Respond to emails timeously;
- Check due dates in Google Classroom and Google Calendar;
- Hand in work through Google Classroom;
- 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; and
- 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; and
- 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; and



- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## Offering remote learning

Remote learning is not offered in cases of illness or absence from school. The offering of remote learning is a decision that is made by the Deputy Head Academic and Deputy Head Pastoral in extreme circumstances only.

## 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; and
  - 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 will not 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 and to only make use of School-issued gmail email addresses

### 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; and
- Keeping operating systems up to date - always install the latest updates.

## 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.

We have procedures in place to maintain contact with children (and their families) who are at home because they're following clinical and/or public health advice (e.g. if they're self-isolating) listed below.

We also have procedures in place for supporting mental health for pupils who are at home because they're following clinical and/or public health advice, for example:

- Tutors will be made aware of pupils with specific vulnerabilities by the DSL and will monitor those pupils during morning and afternoon registration, passing on concerns to the DSL;
- Office staff maintain a register of those pupils learning at home which is shared with all staff and updated daily with relevant information;
- DSL/DDSLs/SENCO will maintain contact via phone and/or email with pupils who are vulnerable; the level of contact will vary according to need (eg daily or weekly phone call); in some cases, an individual risk assessment will be put in place;
- Support from relevant support services will be sought when required; and
- Pupils/parents are able to contact DSL/SENCO via school email/school office phone.

During term time the DSL will be available (during school hours) by email/school phone to discuss any safeguarding concerns. When the DSL is absent, the deputies will act as cover.

If the DSL and Deputies are not available, the Head will act as cover (for example during out-of-hours).

We have provided information for parents/carers on how pupils can stay safe online, particularly while pupils are learning at home

- pupils/parents sign a home learning agreement;
- Regular newsletter updates are provided;
- Parents have access to National Online Safety resources; and
- Parent talks are arranged annually which cover this topic.

We have explained to pupils how to report back to the School about concerns with online safety and made them aware of further sources of support, such as:

- [Childline](#)
- The [UK Safer Internet Centre](#)
- [Child Exploitation and Online Protection command \(CEOP\)](#)

Staff are reminded that If they find themselves in a 1:1 class as a result of absent pupils, they should alert the Head of Operations or another member of SLT, who will organise another member of staff to join the Meet;

## Monitoring arrangements

This policy will be reviewed on a termly basis by the Senior Teacher Academic and approved by the Head and Head of Operations at every review.

## 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