# Holmer Green Senior School

# Remote Learning Policy

**February 2021**

1. **Aims**

This policy for staff aims to:

- Ensure consistency in the approach to remote learning.

- Set out expectations for all members of the school community with regards to remote learning.

- Provide appropriate guidelines for data protection.

2. **Context**

During the COVID 19 global pandemic remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged. Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, schools are required to have the capacity to offer immediate remote education.

3. **The Remote Learning Programme**

The remote programme at HGSS will follow the normal school timetable and all live lessons will be delivered on Teams. Live lessons will typically include live teacher input for approximately 20-30 minutes every lesson and time for students to complete tasks independently to meet a typical lesson's learning time. The shorter expectation for direct teacher input is intended to support staff to balance home and work commitments. All lessons must be recorded and safeguarding guidance must be followed.

4. **Exams and assessments**

Additional mitigations may be needed to ensure that the delivery of exams and assessments is COVID-secure. These additional mitigations could include;
- wearing face coverings in communal areas including the exam hall
- 2-metre spacing between all desks
- additional protections for candidates who are classed as clinically extremely vulnerable, such as taking exams and tests in a separate room to other candidates

The Deputy Headteacher (Teaching & Learning) and Exams Officer will determine whether it is appropriate, practical and reasonable to provide exams and tests in a separate room.

5. **Roles and responsibilities**

**Teachers**

When providing remote learning, all staff must be available for normal directed time. If staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. If staff are unwell then work should be set using the normal cover systems and Heads of Department should quality assure this work and provide support if needed.

When providing remote learning, teachers are responsible for:

A. Setting work and delivering live lessons

- Teachers should 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 practiced in each subject.

- All work and notifications of live lessons must be on Satchel in line with the normal school timetable. Emails should not be used instead of Satchel but can be used to supplement feedback or information on Satchel.

- The length of the live element will vary depending on teacher judgements.

- Live lessons should be recorded on Teams and teachers should remind students of behaviour expectations. The camera should be trained on the teacher or screen with teacher's voice. Students' should not be visible on screen at any time unless directed by a teacher and agreed in advance with the Leadership Team. Students' microphones can be switched on to answer questions and provide feedback as directed by the teacher.

- The chat facility should be strictly controlled and as per a lesson, the teacher's role is to layout expectations for its use. The chat facility is to be used by students to ask questions related to the subject matter of the lesson, for the teacher to check understanding, etc. The chat is not to be used for conversations unrelated to the lesson, just as this would not be allowed in a lesson. Students failing to comply, having been given green, amber, red warnings, should then be removed from the lesson and followed up.

- Lessons should include well planned learning activities which follow the subject curriculum map and planning. The learning should include the key features of excellent lessons such as daily reviews, modelling, practice, feedback, checking of understanding, scaffolding, high challenge and expectations.

- The school Dress Code for staff still applies when delivering live lessons.

- Staff should consider the environment of the lesson and select an appropriate setting, where possible avoiding areas with background noise. Teachers should consider what can be seen and ensure that no confidential information is in view.

- If a teacher is unable to deliver a lesson due to illness or isolation Heads of Department should arrange for the class to join another teacher's live lesson where possible with supporting materials on Satchel.

B. Providing feedback to students

- Instructions on Satchel should make it clear to students how the work should be submitted.

- Teachers must ensure that students receive feedback in every subject once week. Feedback strategies may include a live review lesson addressing common misconceptions, low/high stakes assessments, a marked piece of work or a simple target for progression (WWW/EBI).

- Student non-attendance should be noted on SIMS. If a student is not completing work then the Department should contact home via email and discuss concerns with the student and their family. If the student is persistently not completing work or attending lessons then the Head of Faculty/Department should discuss the concerns with the Pastoral Managers and Heads of Year. Further non-compliance should be referred to the Leadership Team.

- Teachers should award achievement/ALT points in line with the school behaviour policy.

C. Keeping in touch with students who aren't in school and their parents

- Teachers should respond to student or parent enquiries within 48 hours but within directed time, there is no expectation for staff to respond outside of school hours. Heads of Department/Faculty or Year should be copied into all correspondence.

- If a parent or student has a complaint about remote learning then teachers should discuss this matter with the student/parent with support from the Head of Department/Head of Faculty. If the concern remains then it should be referred to the Deputy Headteacher (Teaching & Learning). If the concern relates to a safeguarding matter then normal safeguarding procedures should be followed. (See Safeguarding Policy).

D. Attending virtual meetings

- The school Dress Code for staff is still applicable in all virtual meetings.

- Departmental planning meetings will be held on Teams. These should include a review of prior learning and plans for the next week. Departments should allocate planning and

remote delivery methods in line with the strengths of the department and ensure that planning and live delivery is equitable. Minutes should be kept and circulated in the normal manner.

**Learning Support Assistants**

When assisting with remote learning, Learning Support Assistants must be available in normal directed time. If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

When assisting with remote learning, Learning Support Assistants are responsible for:

- Supporting students learning in school or remotely. This support can be offered in live chat, via Satchel or in small group SEND lessons as directed by the SENCo/Deputy SENCo. Any live sessions must be recorded.

- Attending virtual planning meetings with teachers as and when required.

- The progress and attainment of students with SEND will be monitored by the SENCo and Deputy SENCo.

Learning Support Assistants may also be required to supervise groups of students in school such as the Critical Worker and Vulnerable students. Students will access learning remotely but will be supervised by the Learning Support Assistants alongside a member of the Leadership team.

**Heads of Faculty/Department**

Alongside their teaching responsibilities, Heads of Faculty/Department are responsible for:

- Planning subject curriculum and changes needed to accommodate remote learning. Heads of Faculty/Department should plan a curriculum sequence which allows access to high-quality online and offline resources and is linked to the school's curriculum expectation.

- Maintaining the up to date curriculum map and be ready to articulate the Departmental learning journey.

- Working with teachers remotely to make sure all work set is of a high quality and reflects the school's high expectations.

- Working with other subject leads and the Leadership Team to ensure work set across all provisions is appropriate and consistent, and deadlines are being set at appropriate points.

- Chair virtual Departmental/Faculty meetings in line with the school calendar to support staff and the development of an excellent remote learning experience for students. This should include improved pedagogy for online teaching and learning and making the most effective use of the chat function in live lessons. Provide minutes of these meetings to the Leadership Team.

- Monitoring work set by teachers in their subject through regular virtual learning walks, co-planning meetings with teachers and reviewing work set on Satchel.

- Alerting teachers to resources they can use to deliver their subject remotely and keep aware of new technologies, pedagogy and resources to develop teaching and learning.

- Ensuring that the assessment cycle continues in line with the school calendar.

- Holding line management meetings (where appropriate) to ensure accountability and clear communication, these should be recorded and shared with the Leadership Team line managers.

**Heads of Year**

During remote learning the role of the Head of Year will be to:

- Design and monitor engaging tutor time activities which support with student wellbeing

- Weekly monitor students' wellbeing and contact students of concern
- Provide assemblies
- proactively educating students about expected behaviour in live lessons Monitor and support with online behaviour in lessons and in the schools critical worker provision
- Monitor the attendance of students and contact parents were students are not engaging with their learning

**Leadership Team**

Alongside any teaching responsibilities, the Leadership Team are responsible for:

- Co-ordinating the remote learning approach across the school (Deputy Headteacher Teaching & Learning).

- Monitoring the effectiveness of remote learning through regular meetings with subject leaders, reviewing work set and reaching out for feedback from students and parents.

- Ensure meal options for all students who are in school will be available free of charge to all students who meet the free school meals eligibility criteria. Free school meals/funds will be available for eligible students who are not attending school where they are self-isolating, have had symptoms or a positive test result themselves, are a close contact of someone who has coronavirus (COVID-19) or are not attending as a result of implementation of local restrictions advised by government.

**Designated Safeguarding Lead (DSL)**

The DSL is responsible for:

- Ensuring that in line with KCSIE 2020, the best interests of children must always continue to come first.

- Monitoring systems which ensure if staff has a safeguarding concern about any child they continue to report via CPOMS.

- Ensuring the DSL/Deputy DSL is available at all times either on site or by phone. A safeguarding trained member of SLT is on site on the other days.

- Ensuring the school site remains secure with nobody allowed on site without being collected and escorted from the main gate by school staff.

- Ensuring safeguarding and first aid staffing is in place each day.

- Liaising with other agencies such as Social Services as and when required, within directed time.

- The DSL will monitor the security of remote learning systems, including data protection and safeguarding considerations.

**IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.

- Helping staff and parents with any technical issues experienced.

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

- Assisting students and parents with accessing the internet or devices.

**Students and parents**

Staff can expect students learning remotely to:

- Be contactable during the school day and attend live lessons.

- Check Satchel and school email every week day.

- Complete work to the deadline set by teachers ensuring academic honesty.

- Seek help if they need it, from teachers or Learning Support Assistants within school hours.

- Alert teachers, within school hours, if they're not able to complete work.

- Ensure they behave to the same standards as if they were in school for any online or live lessons that they participate in (work hard, be kind, excellence and creativity).
- Use appropriate communication when attending live lessons and using chat functions.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise can't complete work. Parents should not contact individual teachers directly but should email attendance@holmer.org.uk.

- Seek help from the school if they need by emailing office@holmer.org.uk, the request will then be sent to the member of staff best placed to provide support.

- Be respectful when making any complaints or concerns known to staff.

- Support all learning tasks as appropriate and ensure the work is completed.

- Communicate with the Head of Year or Pastoral Manager if there is a concern with the health and wellbeing of child(ren).

- Check Satchel regularly to ensure all communication is read by students and deadlines are being met.

**Governing Body**

The Governing Body 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

**6. Who to contact**

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

- Issues in setting work – talk to the relevant HoF/HoD or SENCO

- Issues with behaviour – talk to the relevant subject leader (HoD/HoF), Head of Year/Pastoral team

- Issues with IT – talk to IT staff

- Issues with their own workload or wellbeing – talk to their line manager or Director of HR

- Concerns about data protection – talk to the data protection officer

- Concerns about safeguarding – talk to the DSL

**7. Data protection**

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

- Ensure that they use the provided official school systems, including e-mail, communication video systems
- Ensure that they are familiar with the school ICT and eSafety guidelines

- Abstain from collecting or using student private contact details
- Use their school provided device for remote lessons

**Processing personal data**

Staff members may need to collect and/or share personal data including student organizational e-mail addresses, names, photographs and video footage of students in lessons and records of participation 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. However, staff are reminded to collect and/or share as little personal data as possible online. The use of any such data outside usual classroom, behaviour or pastoral management, or the use or transmission of any such personal data beyond staff professional duties is forbidden.

**Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Making sure that they lock the device if left unattended
- Not sharing their device with family or friends
- Not sharing their passwords with any other individual
- Keeping their device hidden and out of sight when transporting it in a car
- Shutting down their device daily to allow any organizational approved updates to install

## 8. Safeguarding & Well-Being

We will continue to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe, particularly as more children and young people will be learning remotely. We will use the guidance in 'Keeping Children Safe in Education' (2020) to ensure all our students are safe. A trained DSL (or Deputy) will be available on site or online video in school hours. In addition to this a senior leader will take responsibility for co-ordinating safeguarding on site during school hours. For further information please refer to the Safeguarding addendum (February 2021).

The CPD programme will continue and will be delivered virtually with linked activities and resources. Staff are encouraged to let the school know of any concerns or pressures during any Tier 3 provision so that appropriate guidance and support can be put in place.  We will run a weekly staff briefing on Teams and a regular coffee meeting to enable staff to socialise with colleagues remotely should they wish.

## 9. Monitoring arrangements

This Policy will be reviewed annually by Deputy Headteacher (Teaching & Learning) at every review, it will be approved by the full Governing Body

## 10. Links with other policies & references

This Policy is linked to our:

- Behaviour Policy
- Child Protection (Safeguarding) Policy and Addendum.
- GDPR Policy and privacy notices
- Home-school Agreement
- ICT and internet Acceptable Use Policy & Remote Learning DPIA document
- Contingency Framework Education and Childcare Settings (DfE ; Nov 2020)
- Remote education good practice (DfE Oct 2020)
- Guidance for full opening of schools (DfE Dec 2020)


Approved by Governors:     February 2021

To be reviewed:                February 2022