Kingsmeadow
Inspiring minds

Remote Learning Policy
Updated September 2020

EQUALITIES STATEMENT

Kingsmeadow School is committed to equal opportunities for all and the policy will be applied equally to all members of the school community regardless of age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

We are committed to providing a calm, caring and well-ordered environment where everyone feels safe, happy and understands the expectations of attitudes to learning in order to create an ethos conducive to excellent learning and teaching for all.

We promote a culture of praise and encouragement and expect consistency of response to both positive and negative behaviour.

We believe that positive relationships based on mutual respect, promote positive attitudes to learning and that as students learn by example, all adults within the school should act as positive role models with regard to their own behaviour.

Equality Targets

Everyone at Kingsmeadow School must strive to accept and meet the differing needs and aspirations of all members of the school community, using human resources and skills available to us all to:-

1. Safeguard individuals from all forms of abuse and harassment. We must ensure that victims can be confident of support and, where appropriate redress. We must ensure that aggressors can never claim the excuse of acting out of ignorance.

Success Criteria

- Incidents of aggression and bullying are rare and dealt with effectively and outcomes are recorded on our MIS (Management Information System).

2. Establish a school ethos built on mutual trust and respect. We should treat others as we would wish to be treated. We should respect other people, their property and school premises.

Success Criteria

- Students regularly receive merits and praise for their positive attitudes to learning, respect to others, their school campus and their local community.
- Incidents of disrespectful behaviour are rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS..

3. Safeguard the rights and freedoms of others. We must actively pursue our aim to help students develop personal moral values which respect the values and tolerates differing religious and cultures.

Success Criteria

- Racist and homophobic incidents are extremely rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS.
- Students display tolerance, support of and celebrate other cultures/religions through their work.

4. Develop an organisation which maximises pupil opportunity and experience. We must ensure that the curriculum and other activities encourages and supports the opportunity for all. We must ensure that students are not excluded from activities because of status or income.

Success Criteria

- All student groups are able to access the curriculum fully and discreet intervention results in specific gaps in student achievement narrowing and in line with the whole school population and national figures. E.g. boys, girls, students with SEND and students receiving free school meals.

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Brief overview:

This Policy is intended for staff, students, parents and carers. Its aim, as set out below, is to ensure that all parties are aware of the expectations upon them should it become impossible for staff and students to continue to work within the school building.

While this Policy was conceived due to the Covid-19 Pandemic of 2020 it clarifies the position in the case of long term absences for a host of reasons.

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1. **Aims**

This remote learning policy aims to:

● Ensure consistency in the approach to remote learning for pupils who aren't in school

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

● Provide appropriate guidelines for data protection

2. **Rationale**

As a Google Reference School, Kingsmeadow has used Google Classroom for some years. In the event of an extended school closure the school has the ability to switch to remote learning swiftly and seamlessly.

This policy is intended for situations in which the school is unable to provide continuous on site learning. The school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning combined where appropriate with in-school classroom learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time The policy is based on an assumption that a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention of school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease or some other event or perceived issue.

3. Remote learning for individual students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's Head of Standards and form tutor, this includes those students who may have been instructed to self isolate due to Track and Trace. The student's subject teachers may use Google Classroom to make work available to the student. If there are any issues with the compilation of work, tutors should liaise with the relevant Head of Standards or subject leader (particularly if a classroom teacher is unavailable). Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days. If a significant number of students are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

4. Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teaching teachers, with the ability of students to ask questions online (via Google Classroom)
- The setting of work that students complete, written responses (if relevant) completed electronically
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

Students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material.

Kingsmeadow is a Google Reference school and will use Google Classroom as the primary platform to deliver continuity of education in the event of a prolonged closure, accessed via the relevant app or the 'waffle' (9 dots) on any Google search page. Access to these platforms is via a student's normal school login through the school website; if students have difficulty with logging in, they should contact the school's IT support. The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work for submission in person once the school has reopened. For longer closures, teachers would make more use of Google Classroom sessions (see specific guidance below and appendix) and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

5. **The setting of tasks on Google Classroom**

Subject areas will provide work broadly in line with students' timetables through Google Classroom. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. SenecaLearning, MyMaths, Kerboodle)

Teachers will set tasks through Google Classroom and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately). Teachers should include line managers as co-owners of tasks to allow them to monitor and support as required.

6. **Live sessions**

Academic subject areas may also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means) by following a **virtual timetable**. This will be published in the event of a prolonged closure. Google meet allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with tutorial/seminar sessions, and will be expected to participate in them if they are asked and able to. Live timetabled sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in Google meet. In a live session, there is no need for teachers or students to broadcast audio or video, as the text (conversation) function is adequate. Teachers who wish to use the audio/video functions must follow Safeguarding protocols and inform their HoD and SLT link in advance of setting up sessions (see Appendix below).

7. **Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Assessed work will be set using Google Classroom, regardless of how students' work is eventually submitted (e.g. by Google classroom or email), with clear due dates given to students for completion, thereby helping students to organise their time. Students and teachers should keep accurate records of all work completed, submitted and assessed. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on online documents on Google or Microsoft
- Providing feedback directly in the tasks function on Google Classroom
- Sending a direct email (or Google message) to students with specific feedback / targets
- Feedback via another website / piece of software (e.g. SenecaLearning, MyMaths)
- Recording oral feedback and sharing an audio file with the student via a Qwiqr code

Additional functionality is available in Google Classroom, if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers).

8. <u>Expectations of students</u>

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant 'live' sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor or Head of Standards).

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens. Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Google Classroom, then they should mark tasks as "done" so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Standards or Tutor. Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from their lockers home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science, technology or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these. The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

9. <u>Expectations of teachers (and subject areas)</u>

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. In order that we are providing a consistent approach, HoD are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas, ensuring that students are kept informed, as they would in the classroom, as to the context and relevance of their learning. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. HoD and SLT links will monitor this and should be included in the tasks set as a co-teacher. Teachers are responsible for providing constructive feedback to their students in a timely

manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with HoD and SLT links to ensure consistency.

During an extended closure teachers will be expected to complete regular fortnightly monitoring of student engagement so that any student not participating can be challenged and supported so they do not fall behind. Pastoral and SLT will co-ordinate this through the MIS.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set for her/his classes. Note that illness in these cases will be treated as normal and recorded with back to work discussions conducted remotely, if required.

Subject areas are expected to:

- Plan and deliver 'virtual timetabled live sessions' where appropriate in consultation with HoD and SLT links (for any audio/video links)
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using Google Classroom, ensuring continuity, relevance and context.
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to Head of Standard or SLT.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above, the school will endeavour to provide a range of training opportunities for teachers as soon as possible in the Autumn term and periodically throughout the year. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers. The professional development pages in Google are a useful source of training – simply search for the element required (such as 'Google classroom'). Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4:00pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites.

Permitted methods are:

- Email using school email addresses only (both teachers and student)
- Google classroom (docs/sheets, messaging, comments etc.)

10. **Support for pupils with SEND, EAL and other specific learning enhancement needs**

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SEND team. In addition, the Pastoral team and SENCO will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers using MIS if required.

11. **Pastoral care during a school closure**

In the event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Pastoral Team and Heads of Standards) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Heads of Standards, particularly if there are concerns or a lack of communication.

12. **Safeguarding during a school closure**

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead, Claire Richardson - crichardson@kingsmeadow.ork.uk

13. **Monitoring arrangements**

This policy will be reviewed every 2 years. At every review, it will be approved by the full governing board body.

14. **Links with other policies**

This policy is linked to our:
- Attitude to learning and Behaviour policy and procedure
- Child protection and Safeguarding Policy
- Data protection policy
- Home-school agreement
- Online safety policy

Appendix - remote working, flipped classroom and safe working practice

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents and the tasks function on Google Classroom will give you plenty of flexibility. However, you must use your school account and if you are using flipped learning techniques, uploading videos to Google Classroom or video conferencing, please ensure your background is blurred or neutral. Live video links can be particularly useful for staff meetings or small groups, perhaps A Level, where spoken explanations are better than written ones. It is possible to record meetings in Google meet and this is required, both for possible future reuse and to demonstrate safe working practice if needed. Students can also be prevented from recording the sessions and this function must also be selected. Before attempting any audio/video live links teachers must speak to their HoD and/or SLT link. Communicating via live text (e.g. conversations in Google) does not require specific permission, however, and can be a good way to keep in touch with classes.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.). If you need to use any apps or materials that fall outside the school network, please ensure you have discussed with your line manager. Any possible GDPR queries should be resolved before proceeding with an activity. If there is any doubt please seek advice.