

## REMOTE TEACHING AND LEARNING POLICY



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Governor Committee: Education

SLT responsible: Vice Principal (Academic)

Linked Policies: Curriculum & Assessment Policy; SEND Policy; Behaviour Policy, Safeguarding Policy

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## **1. Aims and Purpose**

In the event of disruption to individual students, year group or whole school closure, Fulneck is committed to providing high quality continuity of education to its students and will do so through a process of remote (online) learning.

We aim to ensure that Fulneck can continue to offer a first-class education to students who are unable to come into school by planning for effective remote teaching and learning. Whilst our normal policy and procedures will help us to ensure high educational standards, during these periods we will need to amend plans to ensure the workload is manageable for staff, students and families. As always, we are committed to working in partnership with all members of the Fulneck community. We know that remote learning is not an easy task and can sometimes be a source of frustration in what are already difficult times.

This policy document sets out expectations of staff and students in the event of a full or partial closure. Appendix 2 outlines our provision for students who are unable to come into school due to mild COVID-19 symptoms, self-isolation or due to shielding. These cases are identified via absence codes 7,8 and 9 at registration.

## **2. Roles and Responsibilities**

### **2.1 Teachers**

Teachers are expected to:

- plan and set assignments so that that pupils have meaningful and ambitious work each day in line with their school timetable.
- 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 practised.
- provide frequent, clear explanations and modelling of new content through a combination of high-quality curriculum resources, live lessons and pre-recorded videos.
- adapt lessons, particularly for those with SEND whilst still maintaining high expectations so that all pupils have the opportunities to meet expectations. Liaise with teaching assistants linked to students with EHCPs or the SENCo to ensure work is meeting the needs of the student.
- plan and deliver regular 'live lessons' and produce recordings of lessons where live lessons are not possible.
- assess how well pupils are progressing through the curriculum, using questions and low stakes formative assessment.
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- respond to reasonable amounts of communication from students, parents and teachers, within usual school working hours.
- provide feedback in line with school policy, returning it to students electronically.
- track and monitor the completion of online work, reporting those students who fail to complete work frequently to the form tutor/Head of House to investigate further.
- In the event of a partial/full closure, track attendance to 'live lessons', reporting those students who fail to attend to the form tutor/Head of House.
- recognise and praise excellent attitude to learning and high-quality work.

- continue to look out for signs that a child might be at risk and deal with any concerns as outlined in the safeguarding policy.
- manage behaviour during live events/lessons using the school behaviour policy.
- register for educational software/platforms using their school email address. Registration must follow a consultation with the Network Manager – Simon Smith.
- avoid one-to-one live lessons with students where possible. If essential, these sessions must be recorded for safeguarding purposes.

## **2.2 Heads of Department/Subject Leaders**

In addition to their teaching responsibilities, HoD's are responsible for:

- considering whether any aspects of the curriculum need to change to accommodate /enhance the effectiveness of remote learning and adapt as necessary.
- quality assurance of remote learning provision via Google Classroom to ensure all work set is appropriately challenging and consistent.
- working with the Senior School Academic Team and the Junior Management Team to make sure work set remotely across all subjects in their department is challenging and consistent.
- monitoring the remote work set by teachers in their subject – including the quality and frequency of assessment and feedback.
- sharing of best practice and resources that improve the effectiveness of remote teaching.
- encourage collaboration and sharing of resources to reduce staff work-load.
- setting work in the event a teacher is unwell during a period of remote learning.

## **2.3 Form Tutors/Class Teachers/Heads of House**

Alongside any teaching responsibilities, Form Tutors/Class Teachers/Head of House are responsible for:

- investigating non-completion of online work and working with relevant staff, parents and children to support effective engagement.
- investigating non-attendance to live 'Zoom' lessons and working with relevant staff, parents and children to support effective engagement.

## **2.4 Senior Management Team/Junior Management Team**

Alongside any teaching responsibilities, leaders are responsible for:

- co-ordinating the remote learning approach across the school.
- monitoring the effectiveness and quality of remote learning, through regular meetings with subject leaders and teachers and through pupil and parental feedback via surveys.
- quality assuring the remote learning provision and effectiveness of teaching and learning.
- monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- ensuring access to technology, particularly for disadvantaged pupils.

## **2.5 Designated Safeguarding Lead**

The designated safeguarding lead is responsible for:

- coordinating action on safeguarding students and promoting the welfare of children in the school/and at home when learning remotely.
- ensuring that all staff know who the DSL is and who acts in her absence
- ensuring that all staff are aware of their responsibilities in being alert to the signs of abuse, particularly in relation to remote learning and of their responsibility to report and record any concerns.

## **2.6 ICT Support**

ICT Support is responsible for:

- fixing issues with Office, Gmail, the staff network and other issues arising linked to remote learning access or blended learning systems.
- reviewing the security of remote learning systems and flagging any data protection breaches
- assisting pupils and parents with accessing the internet or Google Classrooms

## **2.7 Pupils**

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 lessons/events, completing independent work, and submitting assignment tasks to deadline and to the best of their ability.
- read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.
- behave appropriately during live lessons, in line with expectations outlined in the school's behaviour policy.
- be contactable during the school day
- seek help if they need it, from teachers via Google Classrooms or school e-mail.
- alert teachers via Google Classroom or e-mail if they're not able to complete work.
- alert form tutors where there are issues around well-being or mental health.
- alert their teacher/form tutor or Designated Safeguarding Leads about any safeguarding issues.

## **2.8 Parents**

Staff can expect parents with children learning remotely to:

- Encourage active participation in the remote learning process and attendance to live lessons.
- Keep abreast of communication from the school (e.g. an email or phone call).
- Support their child to seek help if they need it, from teachers via Google Classrooms or school e-mail.

- Make the school aware (via the form tutor) if their child is ill or self-isolating or otherwise can't complete work.
- Alert form tutors where there are issues around well-being or mental health.
- Alert their teacher/form tutor or Designated Safeguarding Leads about any safeguarding issues.
- Help students to organise and structure their day and where possible, ideally finding a quiet place to work without distractions.
- Ensure that students follow the school **acceptable use agreement** for engaging in 'live' online lessons. Please see **appendix 3** for full details.

## **Appendix 1: Protocol for Teaching and Learning in the event of full or partial school closure**

These measures will work best when... Staff

Set work:

- ensuring that the task is clear and broken down into straightforward steps. In the event of a whole year group or full school closure this will be set in time for the start of each lesson as per student's school timetables.
- Where concepts are new or more difficult provide audio/visual explanations where at all possible via Zoom/Google Classroom.
- Check Google Classroom regularly through the day and respond to queries from students about work related issues that arise (within 24 hours if school or year group closure).
- Provide feedback where an assignment has been set.
- Use the merit system to recognise good/excellent work or attitude to learning.
- Should a student not respond or engage with the work set – contact the form tutor.

Students

- Check the work set for the day/week on Google Classroom.
- Ensure that the task is understood and ask for help via messaging function or email if needed.
- Complete work in the manner set and submit assignments to deadline where required.

Parents/Carers

- Alert the school if they do not have Internet access and/or access to a PC/laptop at home.
- Discuss any issues with your child and encourage them to raise any concerns with their teacher via Google Classroom messaging. Teachers will always be available during the timetabled lesson time to respond to messages.
- Engage with a member of our Learning Support Unit for additional assistance if their Child has an Education Health and Care Plan or attends 1:1 lessons in the unit.
- Help your child to plan their day.

## **Appendix 2: Protocol for Teaching and Learning in the event of individual children being off either with symptoms (but well enough to join in) or self-isolating:**

This offer is triggered by registration code 7,8 or 9.

### **Our Junior School Offer:**

- Students can join in PSHCE, Circle Time and/or story time live via zoom
- Lesson PPTs, Notebooks, Lesson notes and resources accessible on Google classroom
- A printed pack of revision activities to be posted home (max 2 weeks' worth)
- A twice weekly check in phone call to check on well-being and for families to ask any questions
- Feedback will take the form of a weekly quiz (set on Google classrooms)

### **Staff will:**

- Day 1: Teacher to contact home (ideally a phone call) to check they are aware of our offer, inform parents of live lessons timings. Agree when/how often you will call or e-mail to check in.
- Post pack of revision out and expectation of how to complete
- Teacher to dial in students for live lessons. Direct TA to check-in on student during lesson.
- If any additional resources are required (e.g. the maths lesson is practical), upload to Google Classroom and allocate material/assignment for the individual student
- As agreed with family, make contact at least twice a week to check in
- Set and assign quiz for end of week 1 and end of week 2

### **Our Senior School Offer:**

- Lesson PPTs and resources accessible on Google Classroom within 48 hours of live lesson taking place. Where possible lesson resources should be available at the start of the school day.
- A weekly well-being phone call with the students form tutor or head of house and also to provide opportunity for families to ask any questions

### **Staff will:**

- Day 1: Form Tutor/Head of House to contact home (ideally a phone call) to check they are aware of our offer and agree when/how often you will call or e-mail to check in.
- Subject teachers to upload to Google Classroom lesson resources using the materials function.
- Subject teachers to answer subject related queries via Google Classroom/email within 24 hours.
- Subject teachers to mark any work set and returned using the assignment function within 3 working days.

## **Appendix 3: Acceptable Use Agreement for Live Lessons**

### **Teachers**

1. Teachers will host live lessons to enhance the learning experience for the students.
2. Teachers will send the invite to students for the live lesson ahead of the scheduled lesson.
3. Teachers will be dressed appropriately and remain professional throughout the video.
4. Teachers will not communicate with students outside the hours of 8.45am to 4.00pm.
5. All one-to-one videos will be recorded for safeguarding purposes.

### **Students**

1. Teachers will not communicate with students outside the hours of 8.45am to 4.00pm.
2. Students must be dressed appropriately for the duration of the video lesson.
3. Students must remain on mute until invited to speak.
4. Students should be ready and waiting at the starting time of the lesson – this means work out ready, with writing equipment ready, before logging in to Zoom or Google Meet.
5. Students are prohibited from recording or capturing/screen grabbing content from the video call.
6. Students should remain in a public part of their house wherever possible.

### **Parents**

1. Parents should ensure their child is appropriately dressed for lessons.
2. Parents should ensure that their child is aware of the need to behave in a lesson delivered by video link in the same way as if they were in school with the member of staff. If a student is behaving inappropriately, this will be addressed following the school behaviour policy.
3. Parents should ensure other family members are out of camera shot and do not contribute to the video call.
4. Parents should ensure their child is familiar with their timetable and the schedule of live lessons each day. Also, check that your child knows their login so that they are ready to go at the appointed time.

### **Guidance and support for Parents and Carers**

Please let your children have some privacy. They need to be able to participate without worrying about you overhearing them, so let them set up in a location that gives them some latitude.

Plug in and close all other tabs: Video-conferencing uses a lot of machine power. It's a good idea to keep devices plugged into the mains power.

Do a practice run: Role-playing is a great way to prepare your child for what's expected in the video lesson environment. If you have two devices, you can set yourself up on the platform they'll be using, or just use FaceTime and video-chat as if you're leading the class. Pretend you're the teacher and send your child an invite for a meeting.

Set expectations for how your child should conduct themselves on camera: Face the screen; mute yourself when you're not speaking; unmute yourself when you're ready to talk; turn off the camera if you need to blow your nose; etc.

Students should behave appropriately when learning by video, just the same as if they were in class.

Assemble necessary equipment: Students may need earphones, a microphone, and paper and pencils to take notes. Look at Google Classroom at the start of each day to determine whether students need anything extra for their online sessions.

Choose a neutral background: Broadcasting from the bedroom is a little intimate for a class setting. If they must, help them carve out a space where they can have peace and quiet but that doesn't convey too many personal details.

Don't take devices into the bathroom: Just as when in school, students should go to the bathroom before a lesson. If there's an emergency, make sure your child knows how to temporarily disable the video and mute themselves and then turn everything back on again.

Be respectful of others: As in the class we expect our students to be courteous to the teacher and to others. Impress upon them the fact that this is an unusual time for everyone, and appropriate behaviour should be maintained at all times.