

THE ELTON HIGH SCHOOL



REMOTE LEARNING POLICY

Date Prepared	September 2020
Date agreed by Governors	January 2021
Date to be reviewed	September 2021
Person responsible	Sarah Warden

Rationale

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but 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 to 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 daughters from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

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, owing to widespread illness, for example.

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 when school is open.

The school has set up Google Classrooms for each year group in each subject to make work available to students, which is linked to the curriculum being followed in school. Students should aim to follow their timetable from home. Individual subject teachers will check this work and provide feedback as needed.

In the event that a student is not able to access material online, a pack of paper workbooks will be provided via reception. Parents may request this by phone or email.

Remote Learning in the event of Extended School Closure

In the event of an extended school closure, the school will provide continuity of education through our main platform, Google Classrooms.

Each school class will have its own Google Classroom and teachers will post work in here on a daily basis to be completed at home, following the school's usual curriculum. Work will be submitted electronically, either through Google Docs, Google Forms or Google Slides. Some work may be completed on paper and a photograph submitted.

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 on the classroom for submission in person once the school has reopened. For longer closures, teachers might make more use of live 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.

Task-setting 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 and all instructions should be clear and concise to allow all students to access the tasks.

The type of tasks set will vary between subjects, but examples of appropriate tasks might include:

- Live sessions
- Watching a Loom video and working through tasks set by the teacher
- 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, HegartyMaths, GCSEpod, Oak National Academy)

Regular use should be made of video material, for example via Loom or through external providers, particularly to introduce and explain new content or model the completion of tasks. 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, following training provided to both students and staff in school.

Teachers should include line managers as co-teachers in Google Classrooms to allow them to monitor and support as required.

Live Sessions

Teachers, or subject areas, may also choose to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions. Google Meet is the platform we will use for any live sessions. It allows teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details of sessions through the Google Classroom, and will be expected to participate in them if they are asked and able to. Live 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 meet. All live sessions will be recorded.

Feedback and 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.

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 – either through the class "stream" or via Loom
- Using the "Private Comments" function on online documents on Google Classroom.
- Providing feedback directly in the tasks function on classroom
- Sending a direct email to students with specific feedback/targets
- Recording oral feedback and sharing an audio file with the student
- 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) and teachers are able to use assignments to give feedback.

Expectations of Students

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, completing independent work, and submitting 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) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened. 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.

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 Year.

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 school, 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 or Art).

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. If parents do not have internet access or ICT equipment they must contact their child's Head of Year so that the school can support in providing a possible solution on a loan basis.

Expectations of Teachers

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. If there are IT related issues while remote working, teachers can contact the IT technicians.

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, Heads of Faculty and subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. 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. Subject Leaders will monitor this and should be included in the tasks set in Google Classroom 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. 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 to her/his classes. Note that illness in these cases will be treated as normal.

Subject areas are expected to:

- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using the tasks functionality in google classroom.
- 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 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.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents, normally via email.

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 4pm, 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 etc.)
- Sims intouch messaging (which can allow teachers to reply to an entire class)

Support for Students with SEND or other additional learning 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 SEND team will maintain contact with pupils on their lists requiring

regular support, by email or phone with parents/pupils and feed back to teachers using CPOMS or email if required.

Student Support during school closure

In event of a school closure, or an extended absence, the primary responsibility for the pastoral care of a student rests with their parents/guardians. However, form tutors (under the guidance of the Learning Co-ordinators) should check in regularly with their forms to monitor both academic progress and their general wellbeing. Form Tutors will pass on feedback to Learning Co-ordinators, particularly if there are concerns or a lack of communication. A referral may also be made to DSL if concerns are raised.

Safeguarding during 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. The school safeguarding policy is available via the website.

Working Safely

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 will give you plenty of flexibility.

However, you must use your school Gmail account, and if you are using video, ensure your background is blurred or neutral. The use of Loom is recommended for video creation.

Before attempting any audio/video live links teachers must speak to their SLT Links. Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.).