



Remote Learning Policy and protocol for Guided Home Learning Including protocol for staff/pupil absence and Mixed Model Learning

This policy includes updated guidance for remote T&L for lockdown in January 2021. General advice and support for GHL is available in the T&L site [here](#):

Rationale

In the event of a full school closure that means pupils have to be taught remotely, the school is committed to providing continuity of education and will do so through a process of (online) **guided home learning**, known as **GHL**.

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 and GHL take place primarily via the GDST **Google Classroom** (GC) environment, unless there are technical reasons why this cannot happen and another platform may be nominated in limited circumstances.

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. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete schoolwork 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 might apply if parents made the decision to absent their daughters from school 'as a precaution', against official guidance and without permission from the school, in the event of an outbreak of infectious disease.

The term '**critical-worker children**' refers to pupils whose parents have a crucial role in society and therefore are unable to support GHL at home. It may also include certain vulnerable pupils for whom a request to work in school has been granted by the Head. These pupils will always be able to come into school and will be supervised while undertaking GHL.

This policy is for the whole school, although remote learning arrangements for junior school pupils will generally be managed by the Head of junior school on a case by case basis, as requirements are different from senior school.

Remote learning for individual students (mixed model learning)

Mixed model learning (MML) refers to a mix of in-class teaching and remote learning taking place via video call and/or Google Classroom, MS Teams etc. Pupils can access class teaching in this model via video and teachers can teach from home, with classes in school learning via video with a supervisor.

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. This will take place according to the usual timetable with teachers connecting with absentees via video call and GC/Teams etc.

If there are any issues with the compilation of work, tutors should liaise the relevant head of year or subject leader (particularly if a classroom teacher is unavailable).

Please see further advice and protocol for MML at the end of this document.

Remote learning in the event of extended school closure (Guided Home Learning – GHL)

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

- a) Direct, live, instruction from teachers, following the set timetable, with the ability of students to communicate directly with teachers online via video calls, GC, etc.
- b) The setting of work that students complete electronically and is returned by the teacher, with feedback, via GC
- c) Critical-worker children supervised in school, following GHL

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. The primary platforms the school will use to deliver continuity of education are:

GC and Google Drive 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 GDST login; if students have difficulty with logging in, they should contact the school's IT support.

In a complete closure, GHL will take place according to the timetable with teachers available online on live video throughout the whole lesson. This can be either from home or school, assuming teachers have the Head's permission to come in. The expectation is not that teachers will be actively teaching for every minute of the lesson, but the video will need to be on throughout and all students expected to attend until the end of the lesson so that a plenary can be operated.

Line managers should be added to google classes as teachers and should be able to attend lessons held on video call as required to offer support and guidance.

The setting of tasks in GHL/mixed model settings

Subject areas will provide work in line with students' timetables, using GC as a default setting for managing workflow. Tasks will be set in accordance with existing schemes of work, and assignments 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 (junior school arrangements may differ).

Unless there is a good reason not to, tasks will be set for individual classes (and individual pupils within the groups as needed). 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 and/or 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. and/or completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. Seneca)

Teachers should set tasks through GC as outlined above. It is the responsibility of teachers and students to ensure they know how to use this functionality effectively; instructions are made available separately and support is available on request.

Live sessions - video calls for lessons, with Google Meet

As per the 1 to 1 device policy, all students must have a computer or tablet that allows them to access the internet and the GDST cloud provisioning services. Devices must have a webcam so students can access Google Meet (and, in rare cases) for video conferencing purposes.

Students will be provided with details of sessions and will be expected to participate in them.

Teachers and students must remain in live sessions throughout the session. This is to ensure students are engaging and can be supported individually. Teachers will take a register and/or ask each student a question at the beginning.

At the end of each session, teachers should run a formal plenary activity to ensure students have followed the lesson effectively and know what the next steps are. Again, each student should be asked to contribute individually, however briefly.

The expectation is that backgrounds should be blurred or neutral. When using the audio/video functions, teachers must follow GDST protocols (**important**: see also Appendix and expectations of students and teachers below).

Prep – in pure GHG settings (i.e. pupils are not in school)

The concept of Prep in a GHG setting is hard to define, as there is no clear line between classwork and homework. Instead of referring to Prep for KS3 students, please point them towards enhancement and enrichment opportunities (generally held in firefly but GC work streams are also applicable).

KS3 pupils are generally expected to be able to complete work within the school day, with an additional period to allow for completion and enhancement work. Recommendations are approximately 1 hour of additional time in the week for Year 7, 1.25 hours for L4 and 1.5 hours for U4.

Teachers can refer to Prep with KS4/5, if this is helpful. The key message to these year groups is that we must cover the courses properly or we risk underachievement in exams, so there has to be work beyond the lessons themselves (as is normal). Timing recommendations are included in the Prep policy.

Assessment and feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning, this can be facilitated easily in GC and teachers should endeavour to provide individual feedback to students on pieces of work that they are required to submit. However, under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case under GHG. It is helpful to use the materials function in GC if work is not expected to be handed in. Also, ensuring a clear labelling of assignments helps signal to students if work needs to be returned.

When they set assessed work, Teachers are must ensure it is designed in such a way that **meaningful feedback** may be provided. Feedback is at the heart of our assessment policy and, when given well, has arguably the greatest impact in terms of improving outcomes of any pedagogical approach. Possible methods may include:

- Providing whole class feedback rather than comments 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, or in GC assignments
- Feedback via another website / piece of software (e.g. onenote, SenecaLearning, MyMaths, Kahoot challenges etc.)

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

Expectations of students

Students will be expected to participate as fully as possible in the remote learning process, attending all 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) on a regular basis.

Students are expected to keep their video cameras and microphones on throughout each live video lesson. Teachers may choose to mute microphones if required. Students must respond quickly when asked a question or prompted by a teacher and all students should expect to respond to a register or similar prompt from the teacher

within the first 5 minutes of any session. Likewise, at the end of a session a formal plenary should ensure that all students have spoken again and that they understand what is required of them in terms of any ongoing work.

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 assignments are set using GC, 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 tutor or head of year.

In GHL, 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 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.

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.

Expectations of teachers (and subjects)

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 Operations Manager via the service desk email – itsupport@reachsouth.org

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subjects 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**. Line managers will monitor this and should be included in all GC groups so they can drop in to offer support and guidance as needed.

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 faculty heads and Deputy Head (Academic) to ensure consistency.

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.

Teachers and subject areas are expected to:

- Plan and deliver ‘live sessions’ where appropriate in consultation with faculty heads and Deputy Head (Academic) (for any audio/video links)
- Respond to reasonable amounts of communication from students, parents and teachers

- Plan and set tasks for their students using GC
- Set and mark assessed work promptly, in line with school and subject policies, returning it to students electronically

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 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 SLT.

If parents ask for additional work beyond that set as part of the requirements above, subjects should continue to use the enrichment and enhancement GHL pages in GC, based on items such as interactive websites and support activities.

In order to ensure teachers can perform the expectations outlined above, the school will provide a range of training opportunities. 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 or the deputy heads.

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 5pm (meetings may take place beyond this time as in normal operation, however). Responses should be made to electronic messages within one working day where possible. 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. Permitted methods are:

- Email using school email addresses only (both teachers and)
- GC (and Google Drive related such as docs/sheets etc.)

In 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 Deputy and Heads of Year) 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 Year, particularly if there are concerns or a lack of communication.

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.

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Reviewed by: Jo Ware
teachers.

