St Mary's CE High School

We believe everyone is equal: everyone deserves the best

Remote Learning Policy
Autumn 2020
Autumn 2023

"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where

"Through God's love, we are the rich soil where seeds flourish and roots grow"*,*
Mark 4: 3-9

This underpins our motto, **We believe everyone is equal, everyone deserves the best***, and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

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<u>Appendices</u>

1. Aims

This remote learning policy for staff aims to:
- Ensure consistency in the approach to remote learning for students 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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.50am -3.00pm.
If they 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, using the email utw@st-maryshigh.herts.sch.uk.

When providing remote learning, teachers are responsible for:

Setting work for Key Stage 3
- Plan, set and provide work as a department so that staff have clear responsibility for areas of the curriculum – all work should reflect the key learning intentions within the Scheme of Learning
- Work should be uploaded onto SMHW or Google Classroom dependent on the Year group that has access to the technology
- Individual staff should set work for their classes, posted on the morning of the lesson when using SMHW or at the start of the lesson when using Google Classroom
- Each lesson should be planned using an audio presentation using PowerPoint so that students can listen to instructions whilst following the PowerPoint given and work alongside the task with teacher input. This is what students have requested in internal monitoring questionnaires.
- For students that are struggling to access the audio presentation using PowerPoint, a PDF version of the PowerPoint should be included in order to support students download resources
- If staff are providing work to be completed in booklets, these should be sent home to any students who is not able to use IT resources or does not have a printer
- Work should be set that is differentiated but allows students time to read, think and respond to tasks within the 'hour' lesson. Staff should aim that tasks take students no more than 30-40 minutes so that students can complete the lesson and be prepared for the next lesson.
- Staff should be on-line during the lesson to address any problems that students may have and provide virtual feedback using the functions on the digital platform.
- If staff are not in school due to self-isolation, they should plan, set work and mark work but from home.
- If staff are not in school they should use departmental time taking advantage on virtual tools such as Zoom or GoogleMeet and co-ordinate provision with other teachers, including those teaching in school, to ensure consistency across the year and subject and to make sure students with limited access to devices can still complete the work

Setting work for Key Stage 4
- Plan, set and provide work as a department so that staff have clear responsibility for areas of the curriculum – all work should reflect the key learning intentions within the Scheme of Learning and the Syllabus. Staff may want to choose more accessible work to be taught remotely and therefore break the sequencing pattern if this supports student's confidence and progress.
- Work should be uploaded onto SMHW or Google Classroom dependent on the Year group that has access to the technology. Work should be set on the day that the subject has those lessons and replicate the number of lessons a student has in that week.
- Individual staff should set work for their classes, posted on the morning of the lesson when using SMHW or at the start of the lesson when using Google Classroom

- Each lesson should be planned using an audio presentation using PowerPoint so that students can listen to instructions whilst following the PowerPoint given and work alongside the task with teacher input. This is what students have requested in internal monitoring questionnaires.
- Staff can use additional programmes to set work on such as GCSEPod and Hegarthy maths – these should be used to support the curriculum and teacher led lessons not as an alternative teaching resource for every lesson (a recorded PowerPoint is expected for each lesson)
- For students that are struggling to access the audio presentation using PowerPoint, a PDF version of the PowerPoint should be included in order to support students download resources
- If staff are providing work to be completed in booklets, these should be sent home to any students who is not able to use IT resources or does not have a printer
- Work should be set that is differentiated but allows students time to read, think and respond to tasks within the hour lesson. Staff should aim that tasks take students no more than 40 minutes so that students can complete the lesson and be prepared for the next lesson.
- Staff should be on-line during the lesson to address any problems that students may have and provide virtual feedback using the functions on the digital platform.
- If staff are not in school due to self-isolation, they should plan, set work and mark work but from home.
- If staff are not in school they should use departmental time taking advantage on virtual tools such as Zoom or GoogleMeet and co-ordinate provision with other teachers, including those teaching in school, to ensure consistency across the year and subject and to make sure students with limited access to devices can still complete the work

Setting work for KS5

    The KS4 guidance above is applicable to KS5 but staff can deliver live lessons to students using Google Classroom or Zoom.

- When accessing 'live' teaching, students and staff must use their Google Classroom account to teach.
- Staff should act and dress professionally on line and ensure that they are safeguarded by delivering within school so that the environment is appropriate.
- Staff should be on-line during the lesson to address any problems that students may have and provide virtual feedback using the functions on the digital platform.
- Students should act and dress professionally online and staff need to pass concerns on to the Director of 6th Form Studies

Providing feedback on work:

- All classwork that requires feedback should have clear deadlines of submission – this submission should be the same day as the lesson in order to avoid students falling behind on work. Where classwork is not submitted, staff must contact home via the school office who will send emails to parent/carers.
- Not every piece of classwork will need to be given feedback. However, departments can use on on-line tests to test knowledge and support their ability to respond to misconceptions. Collective marking and feedback strategies can be used to give whole class feedback. Some pieces of work will require individual feedback.
- Feedback should be given to students once a fortnight – this can be computer generated tests or surveys and is not expected to represent each piece of written work each fortnight. These pieces of work should be made explicit to the students especially if they feed into the assessment process.
- Staff can feedback to students using a range of mediums such as Google Classroom surveys, SMHW quizzes, feedback on SMHW or Google Classroom
- Subject Leads should regularly check the work being set on SMHW or Google Classroom. They will check that the curriculum is being delivered and students are receiving appropriate feedback. They should check with their teams to ensure that staff are consistent in their approaches and pick up on potential concerns early. They should support their team to ensure that work is provided as required.

Keeping in touch with students who aren't in school and their parents/carers:

- Form tutors should make contact with their tutees through SMHW or Google Classroom during tutorial each day – this might be setting an Act of Worship or a PSHE activity
- The pastoral team will contact all vulnerable students once a fortnight and those that are hard to reach through phone calls and any means available to them at the time

- Staff should respond to parent/carer emails within 24 hours (Monday to Friday) where there is a question or concern. However, where there may be difficult conversations with parent/carers, these should be referred to the Subject Lead or Year Lead dependent on the issue
- Complaints or concerns shared by parent/carers and any safeguarding concerns, must be referred to a Year Lead, Subject Lead, Director or DSL dependent on the issue
- Behavioural issues, such as failing to complete work or poor conduct of student's on-line should be dealt with by the subject teacher initially and then referred to the Subject Lead

Attending virtual meetings with staff, parents and students
- Staff should follow the dress code as they would whilst in school
- Virtual meetings should initially occur in school whilst staff are becoming familiar with the technology and if they are presenting from home they must avoid areas with background noise, ensure there is nothing inappropriate in the background, ensure they can retain their privacy inclusive of their children or other adults being within eye and ear shot

2.2 Learning Support Assistants

When assisting with remote learning, Learning Support Assistants must be available between normal working hours. If they're 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 by emailing utw@st-maryshigh.herts.sch.uk

When assisting with remote learning, Learning Support Assistants are responsible for:
- Students within their year group that have been designated by the SENCO
- Contact their designated students on a weekly basis to assist them in their work and identify any misconceptions that students may have
- Report to the SENCO is work is needed to be differentiated or there are any learning concerns
- Work with EHCP students in school or virtually to support the learning set by the teacher

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:
- Reviewing the curriculum to ensure it is being delivered and identifying the core components of the curriculum that must be taught by teachers
- Identify the responsibilities of members within their team regarding remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent and in line with this policy
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Extended Leadership Team / Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school and facilitating the Lead Practitioner of ICT to support and empower staff to deliver high quality lessons to students and provide training where there are gaps in staff expertise
- Co-ordinating the remote learning approach across the school and organising teams if the school goes into Tiers and needs to deliver Blended Learning to sections of the school. Please see the document relating to tiers and the way the school will respond.
- Monitoring the effectiveness of remote learning through regular meetings with ELT and with the Lead Practitioner
- Reviewing work set trough a monitoring programme and seeking feedback from student and parents/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL is responsible for:
- Ensuring that vulnerable students are accessing school and where they are not, working with the Family Support Workers to visit the home and ensure students are safe.
- Working with Year Leads to inform on any DA cases that are bought to their attention by the police and intervening through the offer of Key Worker provision or using the Family Support Team to work with families
- Contacting vulnerable families regularly to ensure that students are safe and accessing learning

2.6 IT Network staff

IT staff are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff, students and parent/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting students and parents/carers with accessing the internet or devices

2.7 Students and parents/carers

Staff can expect students learning remotely to:
- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or Learning Support Assistants
- Alert teachers if they're not able to complete work

Staff can expect parents/carers with children learning remotely to:
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Inform the school if they do not have a device or internet so that support can be provided where available

2.8 Governing board

The governing board 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

3. 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 subject lead or SENCO
- Issues with behaviour – talk to the relevant Subject Lead or Year Lead
- Issues with ICT – email IT.support@st-maryshigh.herts.sch.uk staff
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
- Adhere to the Data Protection policy
- Follow the training guidance and expectations given in the September INSET

4.2 Processing personal data

Staff members may need to collect and/or share professional data such their school email address 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.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please refer to the Safeguarding policy and record any concerns on CPOMs if you are concerned about the welfare of a child. Staff should not contact students directly, except from/to school emails, or via SMHW or Google Classroom.

6. Monitoring arrangements

This policy will be reviewed by Emma Watts Deputy Headteacher.
At every review, it will be approved by the governing body.

7. Links with other policies

This policy is linked to our:
- Behaviour for Learning policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Please also refer the RAMP and the guidance on Blended Learning and the tiered approach

SMHS Basic Expectations for work setting in lockdown

	Key Stage 3	Key Stage 4	Post 16
Online Platform	SMHW	If Google Classroom has been launched and staff have completed training, this should be the medium used to set work. ***The launch date for Google Classroom is 21st October 2020*** SMHW will be used until the above is in place	Google Classroom
Expectations during tutorial time	Act of Worship once a week PSHE type activities twice a week which differs from the PSHE taught across the curriculum Form reading Tutor to check on the well-being of their tutees	Act of Worship once a week PSHE type activities twice a week Form reading Tutor to check on the well-being of their tutees Revision activities	Act of Worship once a week PSHE type activities twice a week Preparation for examinations Tutor to check on the well-being of their tutees
Expectations for lesson planning	Set work using an audio-visual presentation using PowerPoint	Set work using an audio-vusual presentation using PowerPoint Staff can use other programmes such as GCSEPod or Hegarthy maths to complement the lessons	Staff can use Google Meet to deliver live lessons Set work using an audio-visual presentation using PowerPoint Academic reading
Expectations at the time of the lesson	Set no more than 40 minutes work Staff should be on-line during the lesson to address any problems that students may have and provide virtual feedback using the functions on the digital platform.	Set no more than 40 minutes work Staff should be on-line during the lesson to address any problems that students may have and provide virtual feedback using the functions on the digital platform.	Students need to be set their allocation of learning for the day Staff should be on-line during the lesson to address any problems that students may have and provide virtual feedback using the functions on the digital platform.
Expectations for extended learning	No extended learning to be set	No extended learning to be set	Two additional hours work per subject
Expectations for feedback/marking	Use a variety of mediums from SMHW quizzes, collective feedback, individualised marking. Students should receive feedback on key pieces of work	Use a variety of mediums from GC quizzes, surveys, SMHW quizzes, collective feedback, individualised marking. Students should receive feedback on key pieces of work	Use a variety of mediums from GC quizzes, surveys, SMHW quizzes, collective feedback, individualised marking. Students should receive feedback on key pieces of work

How to record Narration onto PowerPoint

Part one: Creating and recording the narration

Step 1: Create you ppt and save it.

Step 2: click on **Slide Show** button

Step 3: select the slide you want to start the recording from

Step 4: Click "**Record Slide Show**"

Step 5: click "**Start Recording**" on the pop up message

Step 6: your ppt will start on presentation mode, a small recording menu will appear on the top-left of the screen.

This will allow you to pause, restart, move to next slide etc..

Press X to stop recording

Step 7: to move to next slide: click anywhere on the screen or click on the arrow (next to the pause button)

NB: *you can annotate your presentation using the Pen in the toolbar at the bottom left of the screen*

[You may only use the arrows and the pen at this stage. The pen has various options you can chose from: colour, laser, highlight etc..]

This is hidden initially, move the mouse to make it visible

Once finished, click save.

Done

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This is hidden initially, move the mouse to make it visible

Once finished, click save.

Done

How to Save a file (PowerPoint presentation for example) and share a link to it for students to access

Sometimes, your files may be too large to add into ShowMyHomework, the following steps will allow you to store them in 'OneDrive' and then share a link to the file for students to view

1. Login to your outlook 365 account
2. Click the 9 squares in the top left corner and select 'OneDrive'
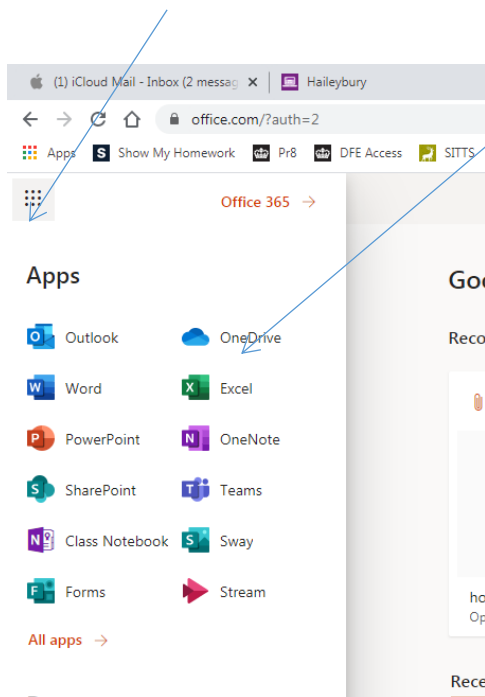
3. In **OneDrive**, set up folders for the classes you want to share work with
4. Save your work/PowerPoint into that folder, it should start to look like this...
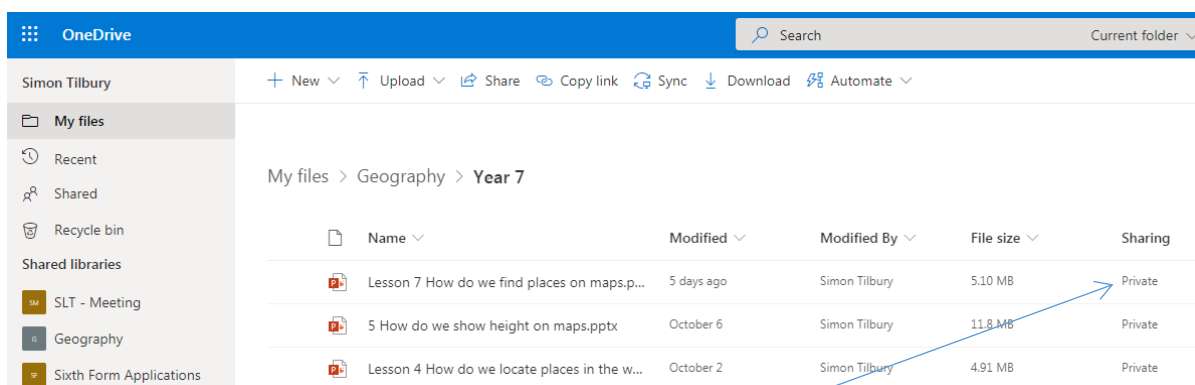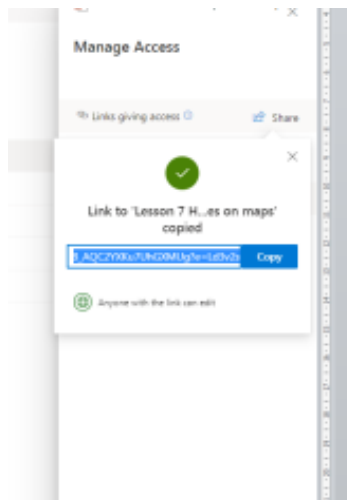

5. Click the word **'private'** in the sharing column

6. In the '**Manage Access'** options, click 'share' the click '**Anyone with the link can edit'** option and make sure '**allow editing' is unticked** , then click '**apply'**, then '**copy link'**
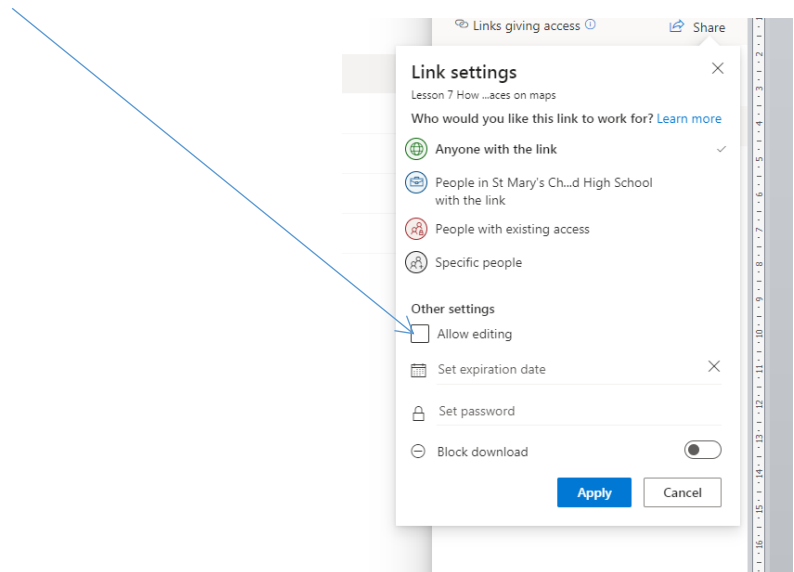
7. You should get a notification like this, the link is now copied to the clipboard ready to insert into Google Classroom or SMHW

8. You will get a link like this which is too long;
https://stmaryshighhertssch-my.sharepoint.com/:p:/g/personal/simon_tilbury_st-maryshigh_herts_sch_uk/EeEYOzuAOKJKiPqIzjGYYO0B-mgila4Vbbmk5U9ORvQozA?e=cGwQJC
9. To use the link another way, type a word like 'click here'
10. Highlight the word here, right click and select hyperlink
11. In the address box, paste your link
12. The word should then appear like this, click here. When you click, it takes you to the PowerPoint…

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