

The Bromfords School



Policy for Remote Teaching and Learning

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Remote Learning – Teaching and Learning Policy.

1. Aims

The purpose of this policy is to provide a framework for the safe and effective use of ICT for remote teaching and learning during a school closure. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

This remote learning policy for staff 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. Roles & Responsibilities

2.1 *Teaching Staff*

There may be occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government. During a period of school closure, teachers must be available for work between 8.30am and 3.30pm. There is an expectation that during a COVID-19 or similar related closure, teaching staff follow government guidelines regarding working from home, but the school building will be open to support staff in meeting their teaching commitments remotely, unless this contradicts guidance from local or central government.

The Severe Weather Policy covers the rare occasion when the school may be fully closed due to poor weather. This Remote Learning Policy will be triggered from and including the 3rd day of such a closure.

If you are unable to work for any reason during a period of school closure, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure. There is an expectation that during a closure related to a significant public health incident, as key workers teaching staff should make use of the provision provided by their child's school which enables them to carry out their duties.

There may be circumstances when individual students, for a limited duration, are unable to physically attend their school but are able to continue learning, for example students with an infectious illness. The school broadly defines a limited duration of student absence as being between three and ten days. In line with non-statutory [government guidance](#), in these circumstances students should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, you should consider providing remote education equivalent in length to the teaching time students would receive in school. Good practice is considered to be 5 hours a day for Key Stages 3, 4 and 5 and where work is required to be set for students absent for a limited duration of time, their teacher would be advised of such a scenario via their Head of Year or the Attendance Team.

When providing remote learning, teachers are responsible for ensuring that:

- Live/recorded lessons are delivered as per the school timetable during periods of full school closure or whole class/year group absence.
- Where students are set work/assignments, they receive work that has clearly defined objectives.
- In line with the remote learning marking policy, students will receive feedback on specific aspects of their work to which they should be expected to respond. This may be during the live lesson itself or later on, when the student submits work either online or on their return to face to face learning.
- To be engaging, the work will draw on a variety of resources, including video or narrated power-points where appropriate. An increasing range of on-line resources is becoming available; see appendix for more details.
- Work will be accessible to all students and appropriate stretch and enrichment will be provided. The growing selection of on-line resources provides ample opportunity for the latter.
- The platform through which work will be delivered to students is Microsoft Teams and Class Charts. Both allow teachers to upload their own resources to the platform.
- Where students consistently engage with the work set, they will have merit points recorded in SIMS or via Class Charts.
- They attend the relevant CPD or seek support to ensure they use the above platforms effectively.

What does this not mean?

- Where 'live lessons' are referenced above, a number of approaches can be followed. This could include the teacher being present for the first and last part of the lesson. More guidance can be found in Section 3 below.
- Feedback is not required on all work set. This would not be the case in a normal classroom setting. Be specific with students about what they have to submit for marking.

Working Remotely – Guidance for Staff

Working remotely presents difficulties for all of us. We cannot replicate the school learning environment. Teachers differing home circumstances mean it is difficult to have exact expectations about how they will work. However, there are some basics we must adhere to during a period of school closure:

- As with any absence, if you are unable to be present for any live lessons, then your Head of Department must be made aware and work still needs to be set, ideally in the form of a narrated power- point, with resources uploaded to your class Teams channel.
- We will complete our Form Tutor duties i.e., weekly check in procedures and liaise with the Heads of Year and Directors of Key Stage as appropriate.
- We will stay in touch with our colleagues and the school via email, phone or video call as appropriate. Dress code for video meetings with staff, parents and lessons with students should follow the existing school dress code.
- We will follow up lack of engagement from students with specific pieces of work by contacting home either directly through email or a phone call or by asking the Form Tutor to raise the issue in MS Teams.
- Part-time staff may have to offer some flexibility in their working patterns across the week to support colleagues, both in terms of subject classes and form groups.
- There is no expectation that emails are answered outside of normal working hours.
- Safeguarding concerns should be reported immediately to one of the school DSLs, ideally by a phone call but also using email/My Concern.
- The Staff Code of Code of Conduct remains valid during the period of any school closure.
- Agency and claims-based staff being paid through the closure period are subject to the same expectations above.

2.2 Heads of Department

In addition, Heads of Department should ensure that they are:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with and supporting colleagues to make sure all work set is appropriate and consistent and in line with any revised guidance from examination boards.
- Monitoring the remote work set by teachers in their subject –through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

2.3 Senior Leaders

In addition, Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through regular meetings with Heads of Department/Faculty, reviewing work set or via feedback from pupils and parents and providing training (CPD) for staff.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.4 Designated Safeguarding Lead(s)

The DSL(s), in line with the CHILD PROTECTION POLICY DURING SCHOOL CLOSURE will ensure that:

- Weekly welfare checks are undertaken for all students that fall within the CP or CIN category, these are via telephone, if verbal contact has not been possible emails are sent to the Social Worker assigned to the student.
- The school nurse team are making contact with students who fall under their remit and sharing information with the school of any concerns.
- Any concerns identified by the school are entered onto “My Concern” by the safeguarding lead to action and follow up.
- Any concerns passed on from the school Nurse team to the Safeguarding officer are also updated on “My Concern”.

2.5 ICT Support

ICT support are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents 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 pupils and parents with accessing the internet or devices.

2.6 Local Governing Body

The LGB 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. Use of video in remote learning

3.1 Video Lesson Protocols

During a period of school closure, if you are unable to deliver your live lesson remotely according to the school timetable, please make your Head of Department/Faculty aware; where this is the case, staff should ensure that work is set via MS Teams using your Class Channel. Work set could be supported by:

- Use of growing number of online lessons (see appendix for resources)

- Creation of our own pre-recorded lessons e.g., PowerPoints with teacher narration and or video. The creation of such resources can be organised at a faculty/department level to facilitate sharing of good practice.

Alternatively, students could be directed to attend another appropriate lesson delivered by another member of the department.

Remote live lessons with students we need to be guided by two principles:

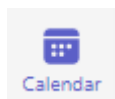
1. Safeguarding the teacher and students
2. Ensuring access for all students

Which platforms can we use for live lessons?

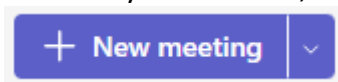
MS Teams. Work can also be set via Class Charts.

How do I schedule a lesson?

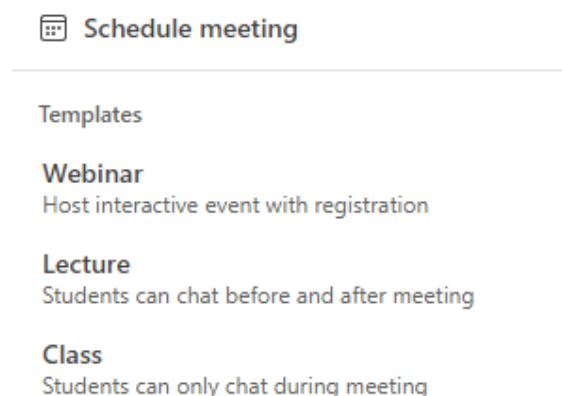
From the calendar section of your Teams page. This option can be found in the side bar on the left-hand side of the screen and has this icon:



Once in your calendar, select new meeting in the top right-hand corner of the screen.



From here, it is important that you use the Class option when scheduling your lesson:



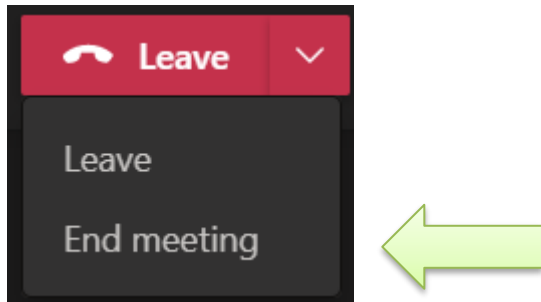
You will then be taken to the screen below:

Are chat sessions (video or audio) with students allowed?

Only whole class or group sessions are allowed. **Teachers should not conduct 1:1 video or audio with a student.**

If we are audio chatting with a group of students does a parent or other adult need to be present?

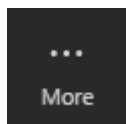
No. Parents can help their child set up devices but should not join any group/class chats being moderated by the teacher. When the live online session is finished, you should ensure you end the lesson for all and not simply leave:



This ensures that students do not continue chatting without the teacher present.

How is teacher and student privacy protected?

MS Teams has the ability to customise backgrounds either by blurring the background or loading a static picture. To access this feature, click the 'More' top at the top of your screen which has looks like this:



From the drop-down menu, select the 'Effects and Avatars' option and choose the 'Blur Background' option, and then click 'Apply and Turn on Video'.



Students' cameras should be disabled as a default setting when scheduling the lesson (see next page) but if this does not happen, please ask students to turn off their cameras at the start of the lesson.

What format should a live lesson be?

Most sessions should be a balance of teacher interaction and student tasks as would be the case in the classroom. A 'live' lesson does not necessarily mean the teacher is directly delivering content to students throughout. For example, it may be that a teacher sets up the lesson, ensures students understand the work set and then gives time for the students to complete tasks before bringing the lesson back together for a plenary.

Just as in live teaching, manage the lesson timings/activities to allow movement between lessons and student arrival from other remote sessions. Timings should follow the normal school day.

For the lesson itself, students and teachers should be in a quiet space.

As part of your lesson preparation, we recommend that ideally, students download learning materials to be used in the classroom before the lesson.

Staff need to be aware that students will be accessing the lesson across a variety of devices e.g., laptop, desktop, phone, tablet. Lessons must be accessible to all students and avoid a complex mixture of resources for students to access that would be difficult on a phone.

Running a Live Lesson

- The live online lesson is a classroom and the same school behaviour policies apply to this environment.
- Staff must follow the school dress code when conducting a video lesson.
- Staff must take their own register of student attendance for a live lesson.
- Do not allow any unauthorised access to the live lesson. This includes parents.
- MS Teams will allow you to remove participants if needed; should you need to remove a student then follow-up the issue as you would do if in school.
- A teacher should enter the room before the start time. Students should not be in the online room without a teacher who is the host or co-host for the lesson.
- Be careful when using screen sharing – it can be easy to accidentally share confidential information. We strongly recommend that you shut down any email programs during the lesson.
- Ensure student cameras and microphones are switched off by default following the settings above. Students will use the ‘chat’ feature to communicate to the teacher during the lesson.

3.2 Safeguarding the teacher and students

- Live lessons will take place through a secure platform, namely Microsoft Teams. Through MS Teams, staff should log in with their work email address as this provides the security offered by our school servers.
- The teacher will always initiate the session. Teachers will not join sessions led by a student; the teacher would not be in control in such a scenario.
- The teacher will choose a blank/blurred background for the video to ensure privacy; students’ cameras and microphones should be switched off as a default setting.
- When the live online session is finished, you should ensure you end the lesson for all and not simply leave.
- We do not add parents/guardians to Microsoft Teams.
- If using MS Teams to provide feedback to individual students, staff are subject to the school’s Code of Conduct, notably *Safer Working Practice with Children and Young People & Use of Computers, eMail and the Internet*. All colleagues sign to state they have read and understood this document in September. By 15/09/23 staff must also have completed two online courses via National Online Safety Certificate in Safeguarding in Schools and Annual Level 2 Certificate in Online Safety for Teaching Staff.

- Phone calls to students must be via parental telephone numbers taken from SIMS. Where the call is from a teacher's own phone, they should pre-fix the number with 141 to safeguard privacy.
- Safeguarding concerns must be reported immediately to one of the school DSLs, ideally by a phone call but also using email/My Concern.

3.3 Ensuring access for all students

Live lessons may not be accessible for all students, either because of clashes with other activities or lack of appropriate technology. Any material or content delivered in the live lesson should be directly shared with students absent from the lesson directly on MS Teams or Class Charts.

4 Links with other policies

This policy is linked to our:

- Behaviour policy
- Children with health needs who cannot attend school policy
- Safeguarding policy
- Data protection policy and privacy notice
- Staff Code of Conduct
- Severe Weather Policy

5 Appendix

The Oak National Academy has produced lesson plans, content and video lessons to complement our own teaching. All free to use by any teacher and well worth a look:

<https://www.thenational.academy/>

GCSE Pod

All staff and students across all year groups have access to this resource.

www.gcsepod.com

BBC Bitesize: Already a wealth of resources but now enhanced further with daily programmes, podcasts etc.

<https://www.bbc.co.uk/bitesize>

There are also many virtual tours of zoos, museums, galleries, online courses plus other ideas here: <https://chatterpack.net/blogs/blog/list-of-online-resources-for-anyone-who-is-isolated-at-home>