



**KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS**

Educational excellence for our City

KECHG Remote Learning Policy

Date of review completion	Feb 2024	Named Responsibility	Z. Tromans
Inception of new policy	March 2024	Review Date	Feb 2025
Amended	Feb 2024		
Date of Policy Adoption by Governing Body	March 2024		
Policy Basis	KECHG / DfE / EEF		

Executive Summary

Purpose of item	<ul style="list-style-type: none"> Approval of amendments to the Remote Learning Policy
Summary of key points (highlighted in yellow)	<p>Amendments made to:</p> <ul style="list-style-type: none"> further clarify that remote learning will only be provided where students are required to self-isolate due to an infectious disease such as covid-19 <u>when they are otherwise well</u>. Remote learning will not be provided where they have other infectious diseases requiring isolation e.g. measles. Where an individual student is absent from school due to a mental or physical medical condition, this will be covered by the Medical Needs Policy (cross referenced in this policy). Under the terms of that policy: <ul style="list-style-type: none"> Staff are not required to provide remote learning '<i>for students who are unwell or in hospital, in line with our remote learning policy</i>'. Staff will provide work on Google Classroom for students who '<i>are absent on long term illness or in hospital, if they are well enough to access work, and if they are no longer supported by hospital</i>

	<p style="text-align: center;"><i>education, if requested by the Parent/Carer.'</i></p> <ul style="list-style-type: none"> ● Reference to specific government Coronavirus legislation has been removed. However, the provisions of this policy would still maintain the capability to deliver high quality remote education in lockdown situations (national or regional) as well as other school closures or extended student absences. ● specific references to Google Classroom or Gmail have been amended to more generic terms where appropriate, in order to encompass the planned migration to Microsoft Teams at a later date.
<p>Results, conclusions or recommendations, if applicable</p>	<ul style="list-style-type: none"> ● Recommend approval of amendments to ensure continuity of quality education in circumstances where school attendance is not possible.

Rationale

This policy is to ensure the ongoing education of students at King Edward VI Camp Hill School for Girls in circumstances when in person attendance is either not possible or contrary to government guidance.

This might include:

- a) Occasions when the Head teacher decides that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government; or
- b) Occasions when individual pupils or groups of pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example pupils with an infectious illness such as Covid-19 who are otherwise well.

In these circumstances, contact with their teachers is important for students to continue feeling part of what is going on in class/lessons. It is a significant motivator and helps us as a school monitor their engagement.

In relation to b) above, remote learning will only be offered to students who are required to self-isolate due to Covid-19. Students who are absent through unrelated illness, because they have chosen to self-isolate (although it is not required by government guidance), or for other reasons unrelated to Covid-19, do not have to be provided with work or access to remote learning. If an individual student is unable to attend school due to a medical condition (physical or mental) for which they are receiving medical advice or support, this situation will be governed by the Medical Needs Policy (a copy of which can be provided on request).

We are mindful of staff workload and are committed to supporting the wellbeing of students who may be unwell at home and unable to complete work.

Our commitment to offering Remote Learning:

In the event that the Head teacher decides that it is not possible for the school to open safely (for example where closure due to bad weather is necessary), or that opening would contradict guidance from local or central government, remote learning will be provided from the second day of closure.

In the event that individual pupils or group of pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example pupils with an infectious illness such as Covid-19 which does not make them unwell, remote learning will be provided no later than one working day after notification of that absence and request for remote learning.

It is unrealistic to expect staff to be able to provide work on the same day as discovering students' absence, as many will have considerable teaching commitments. This also reflects government guidance that remote education should be provided in proportion to the length of absence and disruption to student learning.¹

Remote education can be either live, recorded or blended learning, or work set via an online platform such as Google Classroom or Microsoft Teams. It is likely that live or blended learning will only be offered in the event of an extended closure or absence, lasting more than one week. Students who are dual registered will have access to learning materials on Google classroom but live lessons will not be offered.

1. AIMS

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for students who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Act as a reminder of the appropriate guidelines for data protection.

2. CONTACT WITH STUDENTS

Where there is a period of absence from school for one of the reasons referred to in the 'Rationale' section above, frequent contact between students and teachers is crucial. In the event that students are not able to attend school but are able to continue their learning, Camp Hill Girls is committed to being in regular contact with all students. This will take place through:

(i) The form tutor: As a **minimum**, students should be emailed once per week, or invited to a Google Meet once per week during form time, depending on what is feasible or appropriate. Contact between school and the isolating student is vital. If there is no response from the student, form tutors should follow up with a phone call home

(ii) Work being set and submitted online - and feedback given electronically by teachers

¹ Providing remote education: guidance for schools – GOV.UK, Publ. 30 March 2022

(iii) Any email communication between students and teachers will be via the school email account only.

3. ROLES AND RESPONSIBILITIES

3.1 Teachers

We are committed to making remote learning work at CHG to limit additional workload for teachers.

In the event that entire classes of students are unable to attend school, where appropriate, we would encourage teachers to invite students to join lessons in real-time during the school day.

- This prevents teachers having to pre-record lesson materials.
- Students are thus able to manage their day at home more easily. The nature of remote education, invariably means that students will be using computers for the bulk of their learning. All students will be encouraged to take regular breaks and foster healthy work habits at home.
- It is important to record the lesson, however, to ensure safeguarding. The recorded lesson **should not be uploaded to Google Classroom or shared with any students** for safeguarding reasons, but it will be automatically stored in the individual staff member's Google Drive, in a folder called 'Google Meet recordings.

In line with previously issued DfE guidance, we do acknowledge, however, that sometimes offering a live lesson is not appropriate for the content a teacher is covering and that alternative remote learning methods are more suitable.

Where individual students or a group of students within a class are unable to attend, teachers are encouraged to offer live lessons where this is practicable to do so.

In the event of teachers not offering a live lesson:

- Teachers are responsible for setting work for the class or classes that they would normally teach face-to-face
- The amount of work should correspond to no more than the timetabled hours (typically 5 hours per day for KS3 and 4)
- The work must be available to the student on the day that they should have their lesson
- The expectation is that some of the work set for students would include pre-recorded explanations of content and tasks
- Coordination with Subject Leaders, alongside a year group oversight by Heads of Year should take place to ensure consistency across year groups and subjects.

See Appendix 1 (teacher protocol on Live Google Meets)

See Appendix 4 (Covid related absence and lockdowns)

Monitoring Arrangements

Providing Feedback on students' Work:

- Student work can be assessed using Google Classroom if it is uploaded electronically, or on paper
- Whole class verbal feedback can be given in a live lesson or on a recorded video shared with students. As far as possible this should be in line with the current marking and feedback policy, indicating overall strengths, clear targets to work on - and an opportunity for students to act on this.
- Individual feedback may also be provided via Mote, with teachers leaving verbal feedback for students.

3.2 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Monitoring student engagement with work. Discussions about student engagement should take place during departmental meetings
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Monitoring the work of teachers teaching their subject remotely to ensure work being set is appropriate and consistent, and that all students are in receipt of live and/or recorded teaching as part of their learning
- Alerting teachers to resources they can use to help teach their subject remotely.

3.3 Heads of Year

- Monitoring student engagement with work. Discussions about student engagement should take place during Line Management meetings with the Pastoral Deputy Head, Lyndsey Maginnis
- Liaise with Form Tutors and parents where appropriate in terms of engagement and well-being
- Report any safeguarding concerns to the DSL.

3.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the provision and effectiveness of remote learning through reviewing work set and line management discussions with Subject Leaders
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3.5 The Network Team

The Network Team are responsible for:

- Fixing issues with systems used to set and collect work
- Supporting staff and students with any technical issues they are experiencing, including with live lessons

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

3.6 Students and Parents

Staff can expect students learning remotely to:

- Be contactable during the school day and attend scheduled live lessons where possible
- Watch the recorded lesson and complete the set work, if not in attendance at a live lesson
- Seek help if they need it
- Alert the form tutor or HOY to any health issues contributing to an inability to complete work and/or attend live lessons.

See Appendix 3 (Student Protocol)

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or if there are other factors meaning they cannot engage with online lessons/work
- Seek help from school if they need it
- Be respectful when making any complaints or concerns known to staff.

3.7 Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as consistent and high quality as possible for all students who are forced to isolate
- Ensuring that staff are confident that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3.8 Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following in the first instance:

- Issues with setting work/curriculum content - Subject Leader
- Issues with remote learning – Deputy Head (Curriculum); Assistant Head (Teaching & Learning)
- Safeguarding Concerns – Deputy Head (Pastoral) or other DSL
- Issues with IT - help@kecamphill.on.spiceworks.com
- Issues with their own workload or wellbeing - Line Manager
- Concerns about Data Protection – member of SLT responsible for data protection

4. DATA PROTECTION

All staff must always follow the GDPR - Data Protection policy - a full copy is available in the Policies folder on the school network.

5. SAFEGUARDING

The Child Protection Policy is reviewed and updated annually - it has been further updated in light of the current situation and is available on the school website. When students are learning remotely, the addendum for the Safeguarding Policy and the Behaviour Policy applies immediately.

6. POLICY REVIEW

This policy will be reviewed in the spring term of 2025 (or sooner if deemed necessary).

7. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Medical needs policy

(See below for Appendices)

Appendix 1 - Staff Protocol (Live Lessons / 'synchronous' teaching)

- Google Meet is the only platform that should be used
- Teachers should send invitations to scheduled live lessons to correspond with the timetabled lesson, or scheduled through Google Classroom
- All live lessons must take place using a school device
- If teachers are delivering live lessons from home, they must ensure they use a blank or virtual background
- Once the teacher has joined the Meet, they should click 'Record'
- Attendance will be automatically emailed to the member of staff after the Meet has ended. This will inform staff of which students attended, and the time they joined and left the Meet
- Staff do not have to have their camera on but should share their lesson slides with students on the Meet
- Staff are advised to share resources with isolating students on Google Classroom after the lesson
- Only the documents/presentations that staff wish a student to see should be open on the computer. Emails must be switched off
- Even if class-based lessons consist of extended pieces of 'timed'/assessed work, isolating students should be invited and the camera left on while they complete the task at the same time as their peers. This helps with their self-regulation and it is our responsibility to provide learning experiences 'aligned' with that of students who are in school
- Towards the end of the lesson, the teacher should tell the students on Google Meet that the lesson is coming to a close and ask them to leave the meeting. Once all students have left the Meet, the teacher should then leave the Meet which will automatically stop the recording
- If there is a problem with technology that means the teacher is forced to leave a Meet prematurely:

- they will attempt to re-join the Meet at the earliest opportunity (within 10 minutes) in order to 'take back control' of the lesson
- if technology issues mean re-joining the Meet is impossible, if they are able to, the teacher will email the class to ask them to leave the Meet. If students do not receive an email within 10 minutes, they should leave the Meet. If the students' next lesson is due to start before the 10 minutes is up, they should leave the Meet in time to start their next lesson
- Should a teacher be absent from the Meet for any length of time, the Meet will continue to be recorded.

Google Breakout Rooms

- Breakout Rooms is a new function available on Google Enterprise, which allows students to be placed in smaller, separate working groups for the purpose of discussion, in a similar way to how students work in small groups in lessons at school. This functionality can be extremely useful to allow students to discuss ideas, when it is not possible to do this in a large class Google Meet
- Although all Google Meets are recorded for safeguarding purposes, current limitations on the use of Breakout Rooms means that they cannot be recorded. **Therefore, for the purposes of safeguarding, teachers must not enter breakout rooms, but instead remain in the main Google Meet**
- Given teachers cannot enter the Breakout Rooms, students must be brought back into the main Meet after **no longer than 5 minutes** at any one time, in order for their progress to be checked by the teacher and to ensure they remain on task
- Students must always be brought back together into the main Google Meet before the end of the lesson to feed back on their discussions – the lesson should not end whilst students are in Breakout Rooms
- If staff are made aware of inappropriate behaviour by students during a Google Meet that uses Breakout Rooms, this will be reported to a member of SLT and students will be dealt with in accordance with the School Behaviour Policy.

1:1 Discussions between staff and students

- One to one discussions on Google Meet may take place between a student and staff member, but these must be limited to take place **within normal school working hours** for reasons of workload and wellbeing of both staff and students.

Appendix 2 - Staff Protocol (Pre-recorded Lessons / 'asynchronous' teaching)

- Any platform can be used for pre-recorded lessons
- If a member of staff is isolating at home and is not unwell, the expectation is that some of the lesson content set for students would be pre-recorded. Work should be available either at the start of the school day, or to coincide with the timetabled lesson slot
- Lesson length should correspond with the timetable (eg. a one-hour lesson in school should equate to a one-hour remote lesson). This does not mean that a recording needs to last for an hour. For example, you may record instructions/explanations for 15 minutes and then ask students to complete work for 45 minutes, or you may choose to record for 30 minutes but expect students to pause the video at particular points to allow them to complete tasks.
- Staff should ensure that, if they are recording from home, a neutral background is used. There should be no background noise when lessons are being recorded

- It is at teachers' discretion if they wish to enable the camera function. Staff who do appear on video should be dressed appropriately
- Only the documents/presentations that you wish a student to see should be open on your computer. Emails should be off.

Appendix 3 - Student Protocol for live lessons

- Live lessons should take place at the same time as the timetabled lesson in school
- For students at home, lessons should take place in a suitable area of the house, ideally with a plain background. If circumstances are such that students have to take part in live lessons in a bedroom, they must either blur or set a themed background. They can do this by clicking on the three dots in the bottom right of their Google Meet window, and selecting 'change background'
- Students at home must be appropriately dressed
- Students must keep their camera on at all times so that teachers can monitor engagement. Staff are not expected to police this
- Students must keep their microphone on mute unless asked to contribute

- If staff are made aware of any inappropriate behaviour by students during a Google Meet or within Breakout Rooms, this will be reported to a member of SLT and students will be dealt with in accordance with the School Behaviour Policy.

Live Lessons by video call are not a permanent replacement for school-based tuition. Once any period of self-isolation or national / regional lockdown ends, normal lessons in school will resume.

Teaching remotely in this way is a different experience and pedagogy for teachers and students. If the protocols listed above are followed, this should be a safe, secure and informative process for everyone involved.

Appendix 4 – Covid-related absence and lockdowns

Scenario 1: Teacher in school but some class members isolating

Apart from when teaching topics deemed inappropriate for live lesson situations, we would encourage isolating students to be invited to the lesson if it is taking place in school, with other students present. Please note, the camera does not have to be on the teacher, it can be on the IWB/whiteboard or can be switched off if audio is sufficient for students to engage in the content of the lesson. If a blended lesson is to be offered, the teacher should send an invite via Google Meet to the isolating students in advance or at the start of the lesson. The lesson should be recorded but there is no expectation for the teacher to do anything apart from teach their normal, planned lesson. The recorded lesson **should not be uploaded to Google Classroom or shared with any students** for safeguarding reasons, but it will be automatically stored in the individual staff member's Google Drive, in a folder called 'Google Meet recordings.'

Resources and homework tasks should be uploaded to Google Classroom after the lesson, to give staff the opportunity to adapt content as the lesson progresses, and therefore provide more flexibility with lesson planning.

Teacher-assessed tasks can be uploaded as an Assignment and marked electronically using Google Classroom, along with additional tools we are investigating to make the feedback process more time efficient for staff.

Scenario 2: Teacher in school but whole class isolating

As frequently as possible, and where appropriate, we would encourage teachers to invite isolating students to join full lessons or parts of lessons in real-time during the school day. In this situation the teacher can offer an invite to the whole class for a live lesson on Google Meet, to take place on the day and time of their usual school-based lesson. Alternatives could include a pre-recorded lesson; audio-only lesson; a set task plus teacher Q&A etc. **In this situation, the teacher must be on hand to support individuals via email/Meet chat etc. Work should not simply be set prior to the lesson using Google Classroom without the opportunity for staff support during the timetabled lesson slot.**

Scenario 3: Teacher isolating at home but is well and not experiencing Covid symptoms

Where a teacher is having to isolate at home but is not unwell, the expectation is that they are working from home. It may be easier in these circumstances, if there are childcare implications etc. to record a short audio or video clip (no more than 20 minutes) to go alongside lesson material, with explanations of content and follow-on tasks. Video/audio explanations do not need to be provided for every lesson, but can be provided to cover a series of lessons. This should then be uploaded to Google Classroom to enable students to study independently regardless of whether they are in school or also isolating at home. Resources should also be sent to Amy Gahir in order for her to forward them to the member of staff covering the lesson in school.

Scenario 4: National/Local lockdown or 'Circuit-breaker' extended school holidays

In the event of a National/Local lockdown or circuit-breaker half-term extension, teachers should ensure that they provide a weekly mix of uploaded work, including Google Meet *where possible*.

There will be occasions where for example, staff are looking after their own children/caring for others, that live lessons are not viable. Collaboration and sharing across department staff may facilitate more opportunities for live or recorded lessons. This is an important opportunity to check-in with students, and also to maintain as much continuity with learning as possible.