

KECHG Remote Learning Policy

Date of review completion	October 2020	Named Responsibility	K. Stevens J. Neal
Inception of new policy	November 2020	Review Date	July 2021
Amended	January 2021		
Date of Policy Adoption by Governing Body	November 2021		
Policy Basis	KECHG / DfE / EEF		

****Additional clarification added in red in the relevant sections in light of National Lockdown 3 (January 2021 onwards); the developments in practice during the Autumn Term, and following upgrade to additional Google Enterprise functionality after policy approval.***

Rationale

This policy is to ensure the ongoing education of students at King Edward VI Camp Hill School for Girls during the current COVID-19 pandemic. We are mindful that government guidance on the reopening of schools states that:

- **Remote learning must be integrated into school curriculum planning**
- **Schools have to offer immediate remote education to individual students or groups of students that have to self-isolate.**

It is likely that individuals and groups of students will have to isolate throughout this school year. These students have already missed significant schooling so it is important we help them to continue with their learning as effectively as possible. Contact with their teachers is important for them 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.

Remote learning will only be offered to students who are self-isolating due to Covid-19. Students who are absent through unrelated illness, because they have not followed government guidance and are therefore self-isolating, or for other reasons unrelated to Covid-19, do not have to be provided with work or access to remote learning. 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:

Evidence from the DfE and the Education Endowment Fund shows remote education has been central to students' learning during time away from school due to Covid-19. (*Remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.* DfE Oct 2020)

and

‘the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- *ensuring pupils receive clear explanations*
- *supporting growth in confidence with new material through scaffolded practice*
- *application of new knowledge or skills*
- *enabling pupils to receive feedback on how to progress’* (EEF Autumn 2020)

Therefore, after October half-term 2020, it is our intention to offer ‘immediate’ remote education to individual students or groups of students that have to self-isolate. The DfE has confirmed that ‘immediate’ means the first full day that pupils cannot attend school. It is therefore important that we have remote learning plans in place that can be activated within a day. This can be either live, recorded or blended learning, or work set via Google Classroom, which will be offered as soon as possible, but no later than one working day after staff have been notified of students’ absence. 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.

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 ISOLATING STUDENTS**

The DfE is clear that frequent contact between students and teachers is crucial. At Camp Hill Girls’, we are committed to being in contact with all students who are isolating on a daily basis if possible. 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) Lessons where students are invited to attend live via Google Meet

(iii) Work being set and submitted via Google Classroom - and feedback given electronically by teachers

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

See Appendix 1 (teacher protocol on Live Google Meets)

3. **ROLES AND RESPONSIBILITIES**

3.1 Teachers

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

As frequently as possible, and where appropriate, we would encourage teachers to invite isolating 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. Hopefully, periods of remote learning will be short, and no more than 14 days at any one time
- 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 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.

Scenario 1: Teacher in school but some class members isolating

Apart from when teaching topics are 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 half-term

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.

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
- 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.

Monitoring Arrangements

Providing Feedback on students' Work:

- Student work can be assessed using Google Classroom if it is uploaded electronically, or on paper as long as it has been quarantined for 72 hours
- Whole class verbal feedback can be given in a live lesson or on a recorded video shared with students. (We are investigating a number of Google Extensions to support staff with this). 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.

3.2 Subject Leaders

Alongside their teaching responsibilities, Subject Leaders are responsible for:

- Monitoring student engagement with work via a shared Covid tracker. 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 via shared Covid tracker. 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 - Jayne Neal/Karen Stevens
- Safeguarding Concerns - Lyndsey Maginnis or other DSL
- Issues with IT - helpdesk@kechg.org.uk
- Issues with their own workload or wellbeing - Line Manager
- Concerns about Data Protection - J. Rose

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 summer term of 2021 (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.

(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 the period of self-isolation or National 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.