Range High School

REMOTE LEARNING POLICY

Person responsible for Policy: Senior Deputy Headteacher - T&L

Date of last review: May 2024

Date of next review: May 2025 (major changes will be brought to the governors attention as,

and when they occur)

RESPONSIBILITY FOR THIS POLICY HAS BEEN DELEGATED TO THE HEADTEACHER

ANNUAL REVIEW

Contents

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1. Aims

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 and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:50am and 3:30pm.

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.

When providing remote learning, teachers are responsible for:

- Setting work –
  - Work should be set each day for timetabled classes in the case of whole school or whole year group closure
  - Work should be set each day for students who are identified as self-isolating in the case of individual absence or partial year group closure. A spreadsheet of affected students is updated daily on the school VLE and staff should check the status of pupils they teach.
  - Google Classroom will be the single hub for all Remote Learning interactions. Lessons should be 'signposted' on Class Charts and students directed to their Google Classroom to find more detailed instructions and resources.
  - When a whole class, year group or school is being taught remotely teachers should start each lesson with a 'live' session on Google Meet and introduce the lesson, learning objectives and work to be completed. Teachers should provide appropriate work for the rest of the lesson and be available to answer questions via web chat, email or 'live' video in the class Google Meet. Work should be provided that can be completed in 45-55 minutes. Teachers are not expected to 'live stream' for entire lessons.
  - Work should not be set which spans multiple lessons. Each lesson should be a discrete learning episode with clear activities and timescales.

○ Work should be set on Google Classrooms and for lessons with a 'live' input a Google Meet link provided. It is best if students are encouraged to use the link on the homepage of each class to join a lesson.

○ When individuals are self-isolating within a class, teachers should continue to provide appropriate work for each lesson signposted on Class Charts and posted in Google Classroom. Work should be provided that can be completed in 45-55 minutes.

○ Faculty/department teams should assess curriculum plans and identify key concepts that must be taught to prevent students falling behind. There should be a balanced approach to revisiting prior knowledge and introduction of new knowledge and skills

○ Teachers should aim for a variety of activities where appropriate. Practical subjects should maintain that element of the course as much as possible through videos and streamed services

○ Teachers need to ensure that the content they are providing the students is accessible and achievable for the students to complete at home, independently.

○ Teachers should ensure that work is differentiated as required for all learners when setting online tasks.

- Google Meet Sessions
    ○ Student cameras should be off but they can turn the camera on to share work if requested by a teacher

    ○ Staff cameras should ideally be on but if staff have personal issues with this there is no expectation that they have to present visually

    ○ Staff and students must ensure they are conducting online lessons in a suitable environment for learning

    ○ Students are asked to mute microphone and use the raise hands feature if available or type questions into the chat

    ○ If a student fails to follow classroom expectations they will be removed from the lesson and a phone call will be made to parents

    ○ Should a member of staff have a safeguarding concern they should follow the schools reporting procedure (see Safeguarding, below).

    ○ It is good safeguarding practice to keep a record of student attendance and staff may choose to record a meeting (a copy is saved to their Google Drive).

- Providing feedback on work:
    ○ Teachers regularly check how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will re-teach or adapt their remote lessons accordingly.

    ○ Teachers should provide regular feedback to students in line with their Faculty/Subject assessment policy. Students need to know what they are doing well and what they need to do to make progress. This may be in a variety of forms from individual emails, assessments/marks returned via Google Classroom and whole group feedback.

    ○ Specific questions should be responded to within 24 hours whenever possible

    ○ Teachers may provide in-lesson feedback for example through live questioning, eliciting and reflective discussion. In addition, online quizzes or self-marking Google Forms are useful methods to judge understanding.

    ○ Subjects should decide where students should record their work and how and when it will be submitted for feedback. Work may, for example, be done in exercise books/folders, completed and submitted electronically or a mix of different methods used.

- Keeping in touch with pupils who aren't in school and their parents:
  - Any contact with pupils should be made through school emails, Class Charts and the Google Classroom streams.
  - Any questions raised will receive a response with 2 working days
  - Any behavioural issues, such as failing to complete work should follow school procedures through HOF or pastoral teams. However staff should be mindful of the extra pressure of home learning and the lockdown situation
  - During full or year group closures, concerns about attendance in Google Meet lessons should be passed by email to gq@range.sefton.sch.uk A centralised spreadsheet will be kept which will be monitored by the pastoral team.

- Attending virtual meetings with staff, parents and pupils:
  - Dress should be professional and follow the guidelines in the staff handbook
  - The location of any virtual meeting should be appropriate (e.g. avoid areas with background noise and ensure that there is nothing inappropriate in the background)

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted work 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.

When assisting with remote learning, teaching assistants are responsible for:

- Ensuring they are following safeguarding procedures
- Supporting pupils who aren't in school with learning remotely –
  - Pupils will be allocated to TAs by the SEN Faculty
  - TAs should join the Google Classroom of the student they are supporting and support them with:
    - Access to remote learning
    - Understanding instructions
    - Organisation and meeting deadlines
    - Completion of remote learning tasks
- Teaching assistants may also be expected to work in school if their allocated student is a Key Worker's child or vulnerable student who is attending our in school provision.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, HOFs and CALs are responsible for:

- Reflecting on any aspects of the subject curriculum that need to change to accommodate remote learning
- Working with teachers to ensure work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set in their faculty/subject
- Maintaining links with subject networks and exam boards
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Pastoral teams and SEND team

- Pastoral teams and SEND team are available to support remote learning.
- Vulnerable students and students that have an EHCP will receive weekly contact to support student wellbeing.
- Differentiated work/timetables will be put in place where appropriate to maintain student engagement in education
- All students and parents are able to follow normal school procedure and contact their class teacher and/or form tutor with concerns or if in need of extra support

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – DHT T&L lead
- Monitoring the effectiveness of remote learning –
  - Signposting of remote learning will be audited via Class Charts by HOFs/CALS, SLT links and SDHT T&L Lead
  - During full school or partial year group closures, SLT will audit and check the experience of students in school (key Workers / Vulnerable). These will provide a significant sample of all classes and student groups.
  - During individual pupil self-isolation, HOY/AHOY will audit and check experience of students in their year group.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 Designated safeguarding lead

Please see the following for updates concerning safeguarding in relation to home learning:

COVID-19 school closure arrangements for Safeguarding and Child Protection at Range High School

This policy is available on our website.

2.7 IT staff

IT staff 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
- Preparing and logging devices for issuing to students for remote learning purposes.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Join Google Meet sessions as timetabled wherever possible - although this may not always be possible due to technical issues and access to technology / wifi and data.
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants

- Alert teachers if they're not able to complete work
- Staff can expect parents 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

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 HOF/CAL or SENCO
- Issues with behaviour – talk to the relevant CAL or HOF in the first instance and if repeated issues / escalation required the relevant HOY or AHOY
- Issues with IT: Network / Technology - talk to IT staff - itservices@range.sefton.sch.uk
- Issues with IT: Class Charts log-in - school admin team admin@range.sefton.sch.uk
- Issues with IT: Class Charts / Google Classroom - DHT T&L td@range.sefton.sch.uk
- Issues with their own workload or wellbeing – talk to their line manager or staff wellbeing lead (TD)
- Concerns about data protection – talk to the data protection officer (AP)
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

Staff are able to access data to contact pupils, complete data cards / reports and other necessary tasks by using 'SIMs at Home'. If they wish to use this facility, they should contact gp@range.sefton.sch.uk

When accessing personal data using SIMs or Class Charts for remote learning purposes, all staff members will:

- Ensure that they have read and understood the school Data Protection Policy and protocols.

4.2 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

Linked policies:

- **Child Protection and Safeguarding Policy**
- **COVID-19 school closure arrangements for Safeguarding and Child Protection at Range High School**
- **Online Safety Policy**

Range High School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: Julie McGugan
- The Deputy Designated Safeguarding Lead is: Vicky Ashworth
- Lisa Nolan (SENCO) and all Heads of Year are also Deputy Safeguarding Leads

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will:

- assume responsibility for co-ordinating safeguarding on site.
    - This might include updating and managing access to child protection online management system, Class Charts and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the **Child Protection and Safeguarding Policy** and where appropriate referrals should still be made to Children's Social Care and as required, the Police.

School will ensure that parents and carers are aware of the importance of children being safe online. This includes emphasising the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s/tuition sessions, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils

Please see the following for updates concerning safeguarding in relation to home learning:

COVID-19 school closure arrangements for Safeguarding and Child Protection at Range High School

This policy is available on our website.

6. Monitoring arrangements

This policy will be reviewed annually by the SDHT with responsibility for Teaching and Learning. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- School Covid 19 Risk Assessment
- Assessment, Recording and Reporting Policy
- COVID-19 school closure arrangements for Safeguarding and Child Protection at Range High School

Appendix 1: Infographic - Full or Year Group Closure

REMOTE LEARNING AT RANGE

'HOW TO' GOOGLE CLASSROOM

KEEPING YOU CLOSE WHILE YOU LEARN REMOTELY

✓ You will follow your normal timetable.

✓ With lessons containing approximately 50 minutes of content*

✓ Each lesson will contain 'live' input from your teacher*

✓ Please be prompt so the lesson can start on time.

✓ All lessons will be listed on Class Charts and you can also view your timetable on the app.

✓ Lessons will take place in 'Google Classroom' which can be joined via the school VLE.

✓ You will see all your classes and can join the 'live' Google Meet portion by clicking on the meeting link.

✓ Instructions will be posted telling you how and where to complete work and if and how it should be submitted.

*Unforeseen circumstances (e.g. teacher absence) may mean this isn't possible on occasion.

Here to help!

I've lost my Class Charts Log-in
admin@range.sefton.sch.uk

I can't log in to the school network /VLE
itservices@range.sefton.sch.uk

Contact your teacher
In your Google Class for that teacher either post a message in the class stream or go to 'people' and click on the email logo next to your teachers' name

Government Mobile Data Scheme
This scheme temporarily increases data allowances for mobile phone users on certain networks. Queries? td@range.sefton.sch.uk

Rewards

Engagement with Remote   Great work   Kept Moving!

Remote Learning Reward Points can be awarded by parents

We are still here for you! Worried about your wellbeing? The pastoral team are still here for you while you work at home