

Stanborough



REMOTE LEARNING POLICY

Reviewed by:	Standards & Achievements Committee
Date of Issue:	September 2022
Date of next Review:	September 2023
Responsible member of SLT:	Zoe Armitage

————— **Grow and Succeed** —————

High Expectations | Mutual Respect | Quality Learning | Success for All

This policy is set within the school's four principles of:

High Expectations Quality Learning Mutual Respect Success for All

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1. Background

This policy is to ensure the ongoing education of Stanborough School students under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of students who cannot be in school but are able to continue with their education when the school remains fully open.

There is no obligation for the school to provide a continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government advice. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy is consistently under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teacher to participate in remote learning, owing to widespread illness, for example.

2. Remote Learning Lead

The Deputy Headteacher (teaching and learning) is responsible for formulating and overseeing Stanborough School's Remote Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to the Deputy Headteacher in the first instance.

3. Preparing for Remote Learning

We would expect that many of the steps below should already be in place with most staff within Stanborough School. We would expect that there will be future benefits to putting these plans into place.

Stanborough School will be proactive in ensuring that:

- Staff have access to Microsoft Teams for Classes, and that these are set up
- Students within classes have access to the relevant Microsoft Team
- Students will receive Teams refresher sessions (and specific Teams Meetings instruction) in Computing lessons for year 7 and 8 and during tutor periods for the rest of the school
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home
- Parents and students are made aware in advance of the arrangements in place for the continuity of education

Stanborough School should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.

Staff should ensure that they:

- Have received appropriate training

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- That their computer- based teaching resources are available outside of school (on Microsoft Teams, OneDrive or OneNote)
- That they have access to key resources not available online at home e.g. key textbooks
- That they have access to a suitable device for home use and if this is not the case then staff should alert the Deputy Headteacher to the situation

Parents/students should ensure that:

- They have read and understood the protocols for remote learning
- They are familiar with the school systems, particularly how to access email and Microsoft Teams (there is a guide on the school website)
- They have access to a suitable device for home use and if this is not the case then parents should alert the year leader to the situation

4. Remote learning for individual students

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's year leader and form tutor.

The student's subject teachers will use Microsoft Teams to make work available to the student. If there are any issues with the compilation of work, tutors should liaise the relevant year leader or curriculum leader (particularly if a classroom teacher is unavailable).

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

5. Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teaching teachers, with the ability of students to ask questions online (via Microsoft Teams)
- The setting of work that students complete, written responses (if relevant) completed electronically
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

In as far as is possible Stanborough School should attempt to replicate the timetable that students follow through the course of a normal school day. Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Deputy Headteacher if this is not possible.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- online learning operates on a very different dynamic
- some subjects and activities do not lend themselves well to remote learning

6. Remote Learning Practice and Recommendations

- Microsoft Teams will be the single hub for all Remote Learning interactions.
- Teams Meetings allow teachers to host video and audio calls and automatically invite members of their classes (students join by clicking the relevant meeting invite in the correct Class Team)

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- Students should turn off their video sharing function and mute their audio until directly invited to contribute.
- Teachers should record the Meeting for easy cloud access at a future date and time - particularly for those students who are overseas and whose time-zone prevents them from attending the live lesson
- We recommend that all students wear headsets during calls to improve their listening experience and also engagement with remote learning sessions (we can make recommendations about suitable headsets)
- Screen sharing will allow teachers to broadcast their screens and open documents during the Meeting calls for discussion and sharing with the class
- We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event dropping the Teams Meetings down to just audio might be necessary
- Classwork that can be handed in online will be set through Teams and marked online. Homework will continue to be set on Classcharts

7. Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Year Leader.

Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

8. Expectations of teachers (and subject areas)

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the IT Support Desk via the service desk email – ITsupport@stanborough.herts.sch.uk

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order that we are providing a consistent approach, curriculum leaders and subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback, and will liaise with curriculum leaders and the Deputy Headteacher (teaching and learning) to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.

Subject areas are expected to:

- Plan and deliver 'live sessions' where appropriate
- Respond to reasonable amounts of communication from students, parents and teachers

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- Plan and set tasks for their students using the assignments functionality in Microsoft Teams
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher’s own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites.

Please note that any remote working methods should adhere to GDPR guidelines. See the Data Security Policy for further detail.

9. Support for students with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND students and advice can be sought from the SENDCo.

10. Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Year Leaders) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Year Leaders, particularly if there are concerns or a lack of communication. Our more vulnerable students will be supported by the deputy year leader, year leader, student support worker or family support worker depending on the individual student or family need.

11. Safeguarding during a school closure

In the event of a school closure, students, parents and teachers are reminded that the school’s Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

More advice on safeguarding and pastoral issues is available in the statutory guidance Keeping Children Safe in Education (September 2020).

12. Information for parents

Parents will find the following useful information already on Classcharts:

- A copy of their child’s timetable
- Homework set for each subject
- Homework timetables

13. Summary

The primary purpose of this policy is the continuity of education for students at Stanborough School. Using existing school systems (Microsoft Office 365 and, specifically, Teams) means this provision can be put into place quickly and students only need their existing login details of school email and password.

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REFERENCED POLICIES

DOCUMENT CONTROL

Document Control		
Edition	Issued	Changes from previous
1		New Policy
2	Sept 2021	No changes
3	Sept 2022	No changes

End of Policy

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