



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Online and Remote Learning Policy

Document Information

Role of person completing review:	AHT Teaching and Learning
Approved by:	
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Additional notes:	

Online and Remote learning

This is an adaptable online learning policy which aims to clarify expectations and safeguards regarding blended learning/online remote learning provision.

Blended learning/remote learning will be assigned and assessed in line with all relevant school policies. At all times staff adhere to the latest Safeguarding Policies and guidance (including KCSIE) and the Staff Code of Conduct.

In line with advice and guidance from the DFE, a range of work will be planned that can be completed both on and offline and considers the class teacher's knowledge of the children's ability as well as considering that not every child may have access to technology at this time, as a school we endeavour to support families where this may be the case.

REMOTE LEARNING – The use of digital technologies to deliver teaching and learning

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors which determine the effectiveness of classroom teaching. For example:

- Ensuring pupils receive clear explanation
- Supporting growth in confidence in new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils to receive progress on how to progress

BLENDED LEARNING – is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the engagement of both teacher and student, with some elements of student control over time, place, path, or pace.

Aims

- To ensure consistency in the school's approach to remote and blended learning
- To set out expectations for all members of the school community with regards to remote and blended learning.

Remote Learning - Teaching

Students will access remote learning through Class Charts. They will require their student login to access their student profile.

We use a combination of the following approaches to teach students remotely:

- Recorded teaching facilitated by your child's subject teacher.
- Recorded teaching facilitated by teachers such as Oak National, Sparx Maths and Bedrock Learning
- Websites supporting the teaching of specific subjects or including videoclips or sequences such as BBC Bitesize or GCSE Pod
- Live teaching (online lessons facilitated through MS Teams)

Remote learning will mirror students' normal timetable with remote learning being set for the hours that students would normally be in school.

Remote Learning - Engagement and Feedback

Students will be expected to:

- Access Class Charts daily and access any remote learning set by teachers that day.
- Maintain good learning routines and access the work set by their teachers when they would usually have lessons on a school day, wherever possible.
- Submit work at least every 4 lessons from each subject. This might be via Sparx Maths, Seneca, GCSE Pod, Bedrock Learning, MS forms or other online learning platforms or uploaded directly to Class Charts.

Parents will be expected to:

- Login to Class Charts regularly to check that students are submitting work and to check for any announcements.
- Assist students in maintaining good learning routines.
- Ensure that students are engaging in their remote learning.
- Contact your child's pastoral manager or class teacher If there are concerns about your child not engaging with their work.

Pastoral Managers will be expected to:

- Assist parents and students in logging on to Class Charts and accessing work where appropriate.
- Contact parents and students where students are not engaging with remote learning as set out as per the expectations above.

Feedback

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

- Students will be asked to submit work at least every 4 lessons from each subject via digital platforms or uploaded directly to Class Charts.
- Students will receive feedback to work on Sparx Maths, Seneca, Bedrock Learning and MS Forms via those platforms with some feedback being instant as it is marked automatically.
- Students will receive feedback to work that is submitted on Class Charts either as a whole class as part of their remote learning or via individual feedback from their class teacher.

Roles and Responsibilities - Remote learning

Teachers are responsible for the following:

- Setting work for each lesson in line with the school policy and the school timetable for their classes taking account of students' needs.
- Being available to students to answer enquiries and provide support in a timely fashion during school hours.
- Ensuring that there is a range of appropriate work set which could include as per government guidance; approved links to online resources, weblinks, videos, live lessons and voice over recordings provided by staff on presentations as appropriate.
- Ensuring that all students and including PP and SEND students can access learning set via Class Charts and that arrangements are in place to oversee and monitor equality of opportunity.
- Responding to any queries according to the school's communication guidelines.
- Directing any safeguarding issues/concerns that arise to the appropriate designated senior school leader/s.
- Teachers should follow standard safeguarding protocol with all safeguarding concerns reporting them to the DSL and logging information including communication logs using the school system in place.
- Teachers must follow the Virtual Meetings Policy.

Teaching assistants are responsible for:

- Supporting students with remote learning where possible in line with school policy.
- Supporting teachers with researching online learning tools for key focus groups of students.
- Collating resources for key groups of children as identified by the Learning Support Faculty.
- Supporting keeping in contact with key identified individual students as required and reporting back to the SENCO.
- Maintaining support, monitoring and provision regarding school SEND procedures including EHCPs and reporting to the SENCO, completing duties as directed by the SENCO in line with school policy.

Faculty / Subject Leaders:

Alongside their teaching responsibilities, as outlined above, faculty/subject leads are responsible for:
Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
Supporting teachers in the setting and monitoring of appropriate work for all classes and for individual key groups of learners as appropriate and in line with school policy.

Supporting staff in ensuring that the work set is of high quality and made available to all students in a timely manner.

Alerting teachers to resources they can use to teach their subject or support SEND pupils.

Monitoring communication and feedback from parents regarding remote learning and responding as appropriate.

Reviewing and amending both short- and long-term plans including looking at how aspects of their topics can be assimilated to cover any gaps in learning.

AHT - Teaching and Learning

Alongside any teaching responsibilities, the AHT - Teaching and Learning is responsible for:

- Coordinating, promoting, and monitoring the remote and blended learning offer/approach across the school.
- Monitoring the effectiveness of remote learning in collaboration with Faculty Leaders through checking the work on ClassCharts to ensure that it meets the required standards.
- Ensuring that any reference/links to remote learning on the school website are updated and reflect current guidance and school policy.
- Ensuring that the school is compliant and school systems are appropriately secure for both data protection and safeguarding reasons and that staff adhere to all policy and practice associated with online work/remote learning.

The Designated Safeguarding Leads

The Designated safeguarding lead is responsible for:

- Ensuring, in collaboration with the Head Teacher, that all within the school follow the safeguarding policy and communicate any changes to guidance.
- Ensuring, in collaboration with the Head Teacher that all staff and governors have read any policy updates and are familiar with all addendums to policies linked/associated with safeguarding.
- Making the school/lead staff aware if there are any changes to the welfare and circumstances of children and their families ensuring that all communication and relevant logs are updated accordingly.
- Signposting in collaboration with key staff resources for parents via the school website and parent bulletin.
- Referrals and collaboration with other agencies associated with the safeguarding and welfare of students.

The Governing Body

The Governing Body is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

Monitoring/verifying that school systems are appropriately secure for both data protection and safeguarding reasons.

Ensuring that it is clear who to contact if staff or parents have any questions or concerns.

Data Protection

Accessing personal data - When accessing personal data, all staff members will:

- Ensure that they access data from known sources.
- Where staff need to access personal data, they must comply with data protection policies and ensure that the data is being accessed in a safe environment and is not being left unattended to be viewed by people not authorised to view this sensitive data.
- Staff should adhere to all relevant school policies.

Sharing personal data – Staff members may need to collect and/or share personal data as part of the remote learning system. While this may be necessary, staff are reminded to be vigilant when working remotely and online, always following school policy and protocol.

Keeping devices secure – all staff members will take, in line with school policy, appropriate steps to ensure their devices remain secure as per current school policy, practice and procedures.

Live Lessons - Remote Live Lesson teaching via Teams

Where provided, Microsoft Teams is the online platform which teachers will use to enhance learning through live teaching when and where appropriate.

To create a safe and productive learning environment we ask that the students are in an appropriate location when they join an online lesson, preferably this is not in a bedroom or where the microphone can pick up background noise.

Where Live lessons are delivered, students will receive an invite to attend a 'meeting'. Where IT permits, students are expected to attend live 'lessons' to support their progress.

Live lessons will not be recorded and no material from these lessons will be shared anywhere except the school's secure platforms.

Students are expected to behave in the Microsoft Teams lesson as they would in school and all usual school rules regarding behaviour and etiquette apply.

Students must always treat others with respect during live lessons. If the code of conduct is not followed appropriately then you may be removed from the online lesson, parents will be contacted, and school sanctions applied.

Live Lessons - Code of Conduct for Students

- Students must ensure they are adequately prepared for their online lessons, having all the necessary equipment available (pen, exercise book, equipment, calculator etc.).
- Students will choose a quiet and sensible place to work from.
- Students must be appropriately dressed, no pyjamas/nightwear or inappropriate clothing, and students must ensure that their background is neutral.
- Appropriate language must be used at all times when communicating with staff, addressing staff with their usual work title (e.g. Miss/ Ms/ Mrs/ Mr/Sir).
- Students should always use formal staff-student boundaries when speaking to staff and they should not ask staff questions relating to their private life/ home situation.
- Students agree that all messages they send during Teams lessons, or information they upload, will always be polite, sensible, and relevant and respectful towards all participants in the lesson.
- Students are not permitted to record or screenshot the meeting on any devices and any material from the lessons is to be used solely for students' learning.
- Remember these 'lessons' are between teachers and students ONLY. If parents wish to contact the school, they should do so through the usual channels(e.g. email to Subject Leader or Pastoral Manager).
- Students are aware that Microsoft Teams is a closed school system and only accessible via your school Office365 account and should therefore not invite any guests from outside the class or school to join the system through the misuse of login details.
- Students, parents/carers should be mindful that they and other family members might be seen or heard within the session by staff and students should try to limit this happening where possible.
- It is acceptable for a student to participate in the lesson by just listening and communicating with the teacher via the messaging facility if rather than speaking via a microphone.

Live Lessons - Teacher Responsibilities

When teaching live lessons teachers will:

- Display the same standards of dress and conduct that they would in the real world; they should also role model this to students.
- Ensure that language used is professional and appropriate, including any family members in the background.
- Only use Microsoft Teams and school registered accounts when conducting live lessons.
- Ensure that any lessons take place in appropriate areas, for example, not in bedrooms, and where possible against a neutral background.
- Inform their line manager/SLT when live lessons are taking place through the appropriate booking systems.

Self Isolation

- If a student is self-isolating, they will, wherever possible, follow the same curriculum as students who are in school.
- Students will be provided with similar resources to those used by students in school and will be given access to recorded teaching video clips or they will be directed to websites supporting the teaching of specific subjects or including video clips or sequences such as BBC Bitesize or GCSE Pod.