



CHOSEN HILL SCHOOL

REMOTE LEARNING PROTOCOL

Committee: Learning and Outcomes

Date: **December 2020**

Review Date: **April 2021**

Author: EHA

1. Background and Continuity of Education in Event of a Closure

This protocol is to ensure the ongoing education of Chosen Hill School pupils 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. Whilst taking care of our students, parents and teachers is our priority during closure, this protocol covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

If the school is subject to a local or full (Tier 2/3/4) lockdown as result of Covid-19 or a child is absent, teachers where possible, should attempt to set work on a lesson-by-lesson basis **following their school timetable.**

Chosen Hill School will ensure that staff are supported in the development of our remote learning offer 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 access at home, and if not, supply them with a device during the closure period.

Chosen Hill School will make provision for remote contact with students in two forms:

- Students will access to work that allows them to continue progress while at home daily.
- Students will have the opportunity for face-to-face interaction with their class teacher on a weekly basis and **their Learning Mentor on a daily basis.**

We are mindful of the challenges of remote learning in that:

Online learning operates on a very different dynamic.

Some subjects and activities do not lend themselves well to remote learning.

Not all students will have a quiet place to work, be able to access technology or may be expected to take care of younger siblings/help with chores.

1.1. Summary of Remote Learning Scenarios

Students on School Site	Remote Teaching Offer for Students Social Isolating from School
<ul style="list-style-type: none"> • Delivery of recovery curriculum – see subject-specific curriculum maps. • See staff guidance on T&L – peripatetic/socially distanced classroom approaches. 	<ul style="list-style-type: none"> • Delivery of recovery curriculum – see curriculum maps. • Work uploaded to SMHW using the ‘Classwork’ task option for the lesson missed or emailed home. • Work/lesson set can be from the National Oak Academy or another platform if aligned with the curriculum map.

Tier 2 - Partial Lockdown
<ul style="list-style-type: none"> • A rota system will limit the number of pupils on-site at any one time and break transmission chains within schools when scheduled time at home is long enough for the onset of symptoms to be detected before returning. • The school, with DfE guidance, will send whole class or whole year group bubbles home to self-isolate for 10 days. Alternatively, the school may be asked to operate a rota system that means pupils may spend 2 weeks on-site followed by 2 weeks at home. • Teachers where possible should use time in school to prepare pupils for remote work and attempt to set work on a lesson-by-lesson basis whilst pupils work remotely. • Delivery of recovery curriculum – see curriculum maps. • Work uploaded to SMHW using the ‘Classwork’ task option for the lesson. Work/lesson set can be from the National Oak Academy or another platform if aligned with the curriculum map. • Full live lessons or live lesson introductions will be offered to pupils using Microsoft Teams. • Morning registration will be offered to pupils at 8:30am.

Tier 3 and 4 - Full Lockdown

- If the school is subject to a local lockdown as result of Covid-19, teachers where possible should attempt to set work on a lesson-by-lesson basis via SMHW.
- Delivery of recovery curriculum – see curriculum maps.
- If possible pupils should receive one weekly live lesson per subject, video lesson or live lesson introduction.
- **Morning registration will be offered to pupils.**

Remote Tutoring

The National Tutoring Programme (NTP) has been set up to offer additional support to schools to help disadvantaged pupils whose education has been most affected by school closures. Chosen Hill School will be offering tutoring to groups of students who are eligible. Sessions will be online and held outside school hours.

2. Roles and Responsibilities

The Department for Education guidance on full opening of schools outlines the expectations for remote learning.

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

2.1 Teachers

When providing remote learning, teachers must be available between 8:30am and 3:10pm.

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:

- Setting work that is appropriately matched to the students and is aligned with long-term curriculum mapping.
- Using online platforms e.g. Oak Academy & GCSEPod for students missing individual lessons.
- Setting work at least 24 hours in advance of the timetabled lesson.
- Setting work that is chunked and manageable e.g. subject content followed by quiz. Breaking down tasks so that they guide learners step-by-step.
- Uploading work to SMHW using the 'Classwork' task option. If work is being set in the Class Notebook in Microsoft Teams, this should be indicated to pupils and parents on SMHW.
- Teachers should be working with colleagues to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

Scheduling live lessons with pupils:

- Pupils should receive daily contact with teachers. Where possible, students should receive direct instruction via Microsoft Teams or video.
- Teachers should have received appropriate training in Microsoft Teams to deliver live lessons.
- Teachers should have access to a suitable device for home use and if this is not the case then staff should alert IT and the Assistant Headteacher – Data to the situation. Staff should not use personal phones, emails or social media at this time.
- Teachers should follow the remote learning practice and recommendations outlined below.
- If teachers are working in school or not have access to stable IT they'll still need to provide access to live lessons. For example, streaming lessons in school to pupils learning remotely, videoing a lesson or working collaboratively with their colleagues to team teach.

Providing feedback on work:

- Pupils should upload work to SMHW or the Class Notebook/Assignments in Microsoft Teams.
- Pupils should receive teacher feedback in line with departmental policy.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to make contact with parents by email if there are concerns e.g. lack of work completed.
- **Teachers should log any non-attendance to lessons on SIMS. This will send an alert to parents via SMHW.**
- Teachers should answer emails from parents and pupils within working hours.
- Learning Mentors are expected to make **daily contact with their tutees via online Microsoft Teams.**
- Learning Mentors are expected to make contact with parents by email if there are concerns e.g. failing to complete work in more than one subject area.

- If parents/pupils share complaints or concerns these should be referred to the relevant staff outlined below.

2.2 Teaching assistants

- When assisting with remote learning, teaching assistants must be available between 8:30am and 3:10pm.
- 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:
- Supporting pupils who aren't in school with learning remotely. Which pupils they'll need to support and how they should provide support will be outlined by the Inclusion Manager.
- Attending virtual meetings with teachers, parents and pupils if scheduled. Teaching Assistants should follow the remote learning practice and recommendations outlined below.

2.3 Progress Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Scheduling and leading one weekly live assembly within Microsoft Teams.
- Working with Learning Mentors to make sure that weekly contact is made with their tutees by email or by phone (in-school).
- Monitoring the progress and wellbeing of the year group through regular meetings with Learning Mentors or by reviewing progress/engagement data.
- Respond to parent/pupil complaints or concerns.
- Updating parental learning grids and live lesson timetables within Teams on a weekly basis.

2.4 HoF and HoD

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Mapping the curriculum against remote learning platforms e.g. Oak Academy and GCSE Pod.
- Ensuring that up-to-date curriculum maps are shared with teachers and parents via the school website.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject as through regular meetings with teachers and reviewing work set on SMHW.

- Alerting teachers to resources they can use to teach their subject remotely.
- Working with teachers to ensure that they have training and support to deliver live lessons.
- Updating parental learning grids and live lesson timetables within Teams on a weekly basis.

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Remote Learning Lead

The Assistant Headteacher – Teaching and Learning is responsible for formulating and overseeing Chosen Hill 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 Assistant Headteacher – Teaching and Learning in the first instance.

Designated safeguarding lead

The DSL is responsible for:

Security of remote learning systems, including data protection and safeguarding considerations.

2.6 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.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- 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.

- Access SMHW to check in on work set and seek help from the school if they need it.
- 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 subject lead or Inclusion Manager.
- Issues with behaviour – talk to the relevant Progress Lead
- Issues with IT – talk to IT staff.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the Business Manager.
- Concerns about safeguarding – talk to the DSL.

If pupils have any questions or concerns about remote learning, they should contact the following individuals:

- **Issues in setting work – talk to their subject teachers.**
- **Issues with behaviour – talk to their Learning Mentor in the first instance.**
- **Issues with IT – talk to their Learning Mentor or contact IT staff.**
- **Issues with their own workload or wellbeing – talk to their Learning Mentor.**
- **Concerns about safeguarding – talk to the DSL.**

If parents have any questions or concerns about remote learning, they should contact the following individuals:

- **Issues about your child's progress, engagement or wellbeing – contact your child's Learning Mentor.**
- **Specific issues in setting work – contact your child's subject teacher.**

- Issues with behaviour – contact your child’s Progress Lead.
- Issues with IT – contact IT staff.
- Concerns about safeguarding – contact the Designated Safeguarding Lead – Jonathan Bardgett.

4. Preparing for further Lockdowns as a Result of Covid-19

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

Chosen Hill School will be proactive going forward 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.
- 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 should a second lockdown take place.

Teaching Staff will be proactive going forward in ensuring that:

- Pupils have regular practice using remote platforms whilst in school to support home learning e.g. GCSEPod/Seneca etc.
- Modelling of how to learn remotely is embedded into lessons e.g. guiding pupils how to watch a GCSEPod and independently learn its content.

5. Remote Learning Practice and Live Lessons Recommendations

- 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).
- One-to-one video-conferencing sessions may be used only for a limited number of purposes: for music tuition; academic tuition to exam groups; or for counselling with one of the school

counsellors only. Staff should not use video-conferencing to contact students for any other purposes.

- Not all students have access to the technology to participate in online video-conferencing. Any video-conferencing should augment the work already set on SMHW and Teams, not replace it.
- To control access to live lessons, teachers should set the meeting options so that pupils are unable to bypass the lobby.
- Teachers should record the Meeting for easy **Microsoft Teams** access at a future date and time – particularly for those students who do not have access to the live lesson and want to revisit the material at a future date. **Students will be made aware that the recording is being made and the lesson will available in Microsoft Teams for 21 days before deletion.**
- Dress – students and staff should dress appropriately, i.e. fully clothed, nothing revealing, no extremes of fashion, no T shirts with controversial slogans etc. The standard of dress for colleagues is smart casual.
- The student is in a ‘public’ room, e.g. a kitchen or living room, where an adult can come and go freely. A bedroom is only used in exceptional circumstances, e.g. if this is the only room in which an instrument can be played, and, if so, the door is left open. The only exception to this is a session with a School Counsellor.
- A neutral background with nothing too personal to the staff member, no controversial pictures etc. A background may be selected in Microsoft Teams.
- Timing of sessions should only take place during 8.30am to 3.10pm.
- Staff may use microphone headsets to improve the quality of audio on the calls.
- We recommend that all students wear headsets during calls to improve their listening experience and also engagement with remote learning sessions.
- 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, there may be bandwidth restrictions across the UK internet backbone. In this event dropping the Teams Meetings down to just audio might be necessary.

6. Behaviour Conduct in Microsoft Teams

In line with the school behaviour policy, specifically: teachers have the power to discipline pupils for misbehaviour which occurs in Microsoft Teams, specifically in live lessons.

- We trust all pupils of Chosen Hill School to behave responsibly using Microsoft Teams, and to value the unique learning opportunity it brings.
- Pupils must never send or accept invites to join Teams from anyone other than a Teacher. This particularly applies to people outside of Chosen Hill School.
- Pupils should not start Team meetings – this should be done by the teacher.

- Pupils should behave in a respectful, polite and courteous manner at all times.
- Pupils should not mute participants or remove participants from a live lesson.
- Pupils should not upload, share or forward material that could be considered offensive, inappropriate or illegal.
- Pupils should not make comments that could be considered offensive in the chat function. This explicitly includes any form of cyberbullying.
- Pupils should not share any personal information with anybody online.
- **Pupils should not record the lesson on another device and share/distribute the lesson with anybody else.**
- Pupils will continue to follow the rules regarding use of technology as outlined in the school's Acceptable User Agreement.

Sanctions:

The following staged approach will be adopted by Chosen Hill staff to sanction misbehaviour in Microsoft Teams. All actions should be recorded in SIMS. Where it is not possible to access SIMS from home, staff should record the incident and forward to the Year Lead – Progress Coordinator.

Where poor behaviour is disrupting learning for themselves and others, a verbal sanction will be given and a direction for correcting behaviour stated. The teacher may contact home if appropriate.

Where there is repeated poor behaviour that is disrupting the learning for themselves or others then the pupil will be removed from live lessons in Teams for a fixed period. Where a pupil has been removed from a live lesson then the teacher will contact home.

For any repeated poor behaviour then a member of the Pastoral Team or a member of the Senior Leadership team may contact home if appropriate.

7. Information for parents

Parents will find the following useful information already on Satchel/School Gateway/School Website:

A copy of their child's timetable.

Email contact details for their child's teachers.

A record of all work set on Satchel One.

8. Summary

The primary purpose of this policy is the continuity of education for pupils at Chosen Hill School

9. Monitoring arrangements

This policy will be reviewed termly by The Assistant Headteacher – Teaching and Learning. At every review, it will be approved by the full governing board.

10. Links with other policies

This policy is linked to our:

- CHS Safeguarding Policy 2019-20 COVID-19 Appendix
- CHS Behaviour Management Policy
- CHS E-Safety School Protocol May 2018
- Data Protection Policy 2019
- ICT and internet acceptable use policy
- **Data Privacy Impact Assessment**

Add any other related policies and procedures that the school has here.