

Quality of Education

Remote Learning

Policy



UP HOLLAND
HIGH SCHOOL
Dedicated to Excellence

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Up Holland High School: Remote schooling policy

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Rationale

On 1st October 2020, the Government published a Temporary Continuity Direction, regarding the provision of remote education in schools, under the Coronavirus Act 2020. The Direction means schools have a duty to provide education to children at home, as they do when children are in the classroom.

“Where a class, group or small number of students need to self-isolate, or there are local restrictions requiring students to remain at home, we expect schools to have the capacity to offer immediate remote education.” DFE guidance, August 2020

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to students in addition to and beyond that which occur 'face-to face'.

Situations where this policy may apply include:

- Individual students unable to attend school due to a period of advised self-isolation but who otherwise remain well.
- Individual students unable to attend school due to a period of advised shielding but who otherwise remain well (in these cases a current shielding letter will have been issued by the NHS).
- Whole year groups or 'bubbles' unable to attend school due to a period of advised self-isolation but otherwise remain well.
- An extended period of whole school closure.
- Student exclusion.
- Students with authorised absence who are unable to attend school due to a medical reason but well enough to complete work remotely

This policy does not apply in situations such as:

- A student who is absent from school without prior authorisation from the school, with or without parental permission, e.g. a family holiday taken in term time.
- A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government, or the World Health Organisation.
- In the event of the situations outlined above where this policy applies, the school is committed to providing a continuity of 'quality first' education which enables the students to grow.

Guiding principles

- Learning and teaching will continue to be 'quality first'.
- Learning and teaching will continue to encourage the personal development of students.
- Students will have meaningful and ambitious work each day in several different subjects.
- Students will continue to have access to a planned and well-sequenced curriculum.
- Teachers will provide frequent, clear explanations of new content using suitable platforms e.g. via a teacher in the school or through the direction to high-quality curriculum resources or videos.
- Teachers will continue to gauge how well students are progressing through the curriculum, using a range of Assessment for Learning strategies and other suitable tasks
- Work will be checked, and feedback will be given where necessary.
- Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments.

Individual Student Absence

The following procedure will apply where there is an individual student absence for the reasons outlined below.

- Students are unable to attend school due to a period of advised self-isolation but who otherwise remain well
- Students unable to attend school due to a period of advised shielding for those deemed to be extreme clinical risk, but who otherwise remain well (in these cases a current shielding letter will have been issued by the NHS).
- Student exclusion
- Students with authorised absence who are unable to attend school due to a medical reason but well enough to complete work remotely

In these events the school will provide the following:

- All class learning (that students are required to complete at home) will be set via Synergy.
- In addition, home learning tasks to accompany the class learning will be set via Synergy.
- The learning where possible, will be in line with the content being taught in their lessons.
- Every lesson will have the learning objective and outcomes, as well as accessible tasks and resources to enable the learner to take part in the series of lessons and continue to make progress.
- Although learning should be accessed via Google Classroom, learners may be directed from there to alternative lesson resources and platforms such as, Seneca Learning, GCSE POD, Nearpod etc
- Students should access their lessons during the day following their timetable at the same time it is being taught in school (synchronous learning) including personal development time.

Whole School Closure

The following procedure will apply where there is a student absence for the reasons outlined below:

- Whole school closure (this also applies to 'one-off' events such as closure due to extreme weather or further guidance from the Government that relates to the pandemic).
- In the event of a whole school closure the school will provide the following:
- All learning will be set via Synergy including, where possible, a live link.
- The learning will be in line with the content being taught in their lessons.
- Students are to submit any written work set as directed by their class teacher for marking and feedback via Google Classrooms. Feedback will be provided on a weekly basis.
- Every lesson will have the learning objective and outcomes, as well as accessible tasks and resources to enable the learner to take part in the series of lessons and continue to make progress.
- Although learning should be accessed via Google Classrooms, learners may be directed from there to alternative lesson resources and platforms such as Seneca Learning, GCSE POD, etc.
- Students should access their lessons during the day following their timetable at the same time it is being taught in school (synchronous learning).

Points to Note

- Any provision of remote learning to achieve our guiding principles assumes that students and staff have access to the internet at home.
- If any students do not have access to the ICT resources required to access their learning. e.g. laptop, phone etc., please do liaise with the relevant Senior Personal Development Manager.
- Whilst we do not necessarily have the resources to provide this to the students, it will help us to better understand their situation and plan accordingly.
- We cannot assume that everyone has access to printing facilities, so any work set and submitted for assessment will be distributed entirely electronically.

Google Classroom is a collaborative platform which allows for real-time communication and sharing of resources between teachers and their classes. Every member of Up Holland HS, has been set up on Google Classroom and have been pre-registered to each of their classes.

Students should take care when completing any practical activities (if applicable) ensuring they consider health and safety given there may be no adult supervision.

Online Safety, Safeguarding and Behaviour

It is important to have the full co-operation of students and parents to assist us with this aspect of remote learning. To meet safeguarding requirements, we therefore ask for your support in relation to the following:

Students:

- Must be fully dressed and appropriately dressed before joining any remote learning lesson with the correct resources requested by the teacher and ready to take part.
- Should not join the session from their bedroom. Instead they should find an area where the background is plain/non-descript or use a suitable, appropriate virtual background.
- Should wear a headset/headphone if possible.
- Should ideally be in a room on their own.
- Must use appropriate language at all times.
- Must not record or take images of any part of a session.
- No part of any lesson (video or images) must be shared outside of the live session.
- Must not use the streaming platform to contact teachers individually about anything other than the content of the lesson.
- When engaging in any remote learning lessons our behaviour for learning policy and LORIC values still applies. Please remember to treat everyone with dignity and respect.
- Our school policies relating to safeguarding, digital usage and online safety still apply.

Therefore, when students log in to any school platforms or devices, the school rules and procedures still apply and any misuse may result in a referral to the police or other appropriate bodies.

Staff teaching from school

- The member of staff will start the session and share their screen with the students taking part remotely, so both the class and students at home can see the information displayed on the whiteboard.
- The member of staff will share any notes they are using for the lesson so that students can see from home.
- Staff may mute and unmute students at different times throughout the lesson
- Members of staff will remove a child from a lesson if they feel there are any breaches of this remote learning policy.

Live lessons

- The school may use live remote sessions for meetings about a child whether it be safeguarding, wellbeing, behaviour or other similar situations. Other agencies working with a child/family will also be invited to join where appropriate.

School

- Will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, and allows for audio and visual material to be recorded or downloaded, where required.
- During the period of remote learning, the school will maintain regular contact with students, parents/carers to:
 - Reinforce the importance of children staying safe online.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents/carers to useful resources to help them keep their children safe on line.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding:

This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

Setting of work / Feedback on work

- Class work should be set on Synergy via 'Class work'. This should be online before 8:30am on the day of the lesson.
- Feedback on any completed home learning, should be given through Synergy in all circumstances.

Assessment of work

- Students will be assessed in a variety of ways through all remote learning using the following resources:
- Online submission of extended pieces of work via Synergy. Feedback is provided via Synergy on a weekly basis when applicable.
- Instant feedback is provided through low stakes quizzes on Google Classroom, Seneca Learning, Quizlet etc.
- The use of online apps and platforms (outlined at the end of the document) provide an opportunity for pupils to practise questions and gain ongoing feedback
- All pupils have access to the real time help team on students directly via Synergy. Students can also use the 'Chat' feature in Google Meet to ask for support where appropriate

Learning Expectations of Students

Assuming students are well enough to learn, pupils are expected to:

- Log on to School Synergy daily.
- Attend 'Personal Development' (PD) registration on Google Classroom every day at 8.45am.
- Complete all work set for them and submit work which is requested for feedback by the end of the day and/or when stipulated by the teacher.
- Students will not need to access Google Classroom to join a live lesson but will need to be signed into their school Google account.
- Use Synergy to contact staff. Students should not email individual staff directly.

Monitoring of Student work (normal schooling)

- In the first instance the tracking of work is the responsibility of the class teacher. This should be done through the submission of work via Synergy/Google Classroom.
- If home learning is not completed, students will be sanctioned (lose house points) and the member of staff will contact parents according to the behaviour system.
- If class work is not completed, whilst a student is 'isolating' at home, but is not suffering from an illness then please contact home via phone call, or Synergy. Should work not be produced despite parental contact, students will be sanctioned accordingly.

	Timings
PD time	8.45am – 9.10
Period 1	9.10 – 10.10
Period 2	10.10 – 11.10
Break	11.10 – 11.30
Period 3	11.30 – 12.30
Period 4	12.30 – 1.30
Lunch	1.30 – 2.10
Period 5	2.10 – 3.10

Five sixty-minute lessons equate to five hours learning each day.

During these times outlined above, the teaching staff will be available on Google Classroom in order to support learning. Students can also access support on Synergy if required.

Extension tasks

- All subjects should set extension tasks in the subject being taught. The tasks set should extend the depth of knowledge and allow further consolidation of knowledge whilst not teaching extra content.
- All core content is taught through our ambitious curriculum.

Frequently asked questions:

Q: The remote curriculum: what is taught to students at home?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. It is necessary to make some adaptations in some subjects. For example, KS3 and 4 core PE lessons will not follow the normal syllabus and more appropriate tasks will be set.

Please see each subject's Learning Journey and curriculum information on the website's curriculum page which you can locate through the Parents and Students tab.

Our remote curriculum provision will be made available immediately when students are required to work from home.

Q: Remote teaching and study time each day: how long can I expect work set by the school to take my child each day?

Key Stage 3 Work set to cover 5 hours per day

Key Stage 4 Work set to cover 5 hours per day

Q: Accessing remote education: how will my child access any online remote education you are providing?

All work will be set on Synergy and live lessons will be conducted using Google Meet. Staff may use various online platforms such as Nearpod to enhance the learning experience.

Q: If my child does not have digital or online access at home, how will you support them to access remote education?

Ideally, students should have access to their own computer or tablet device, but we fully appreciate the constraints that many families will face. Our learning activities are designed to be accessible using a wide range of devices (including smart phones if necessary). We recognise that some students may not have suitable online access at home and will do our utmost to support those students. If a student does not have access to a laptop or to data, we will help to make this available. Parents should contact school via Synergy to request support.

Q: How will my child be taught remotely?

Our provision for students will include a range of live lessons or pre-recorded 'streamed' lessons created by their teachers. To join a lesson, students should follow the instructions/link shared by their teachers in School Synergy. Teachers will share learning activities and resources directly with students, allowing them to personalise learning for their classes, monitor engagement and provide feedback where possible and appropriate. Students and teachers will be able to communicate directly using School Synergy. School Synergy can be accessed on any device. Parents can also log in to view the activities set for their children through the School Synergy Parent Portal.

Q: Engagement and feedback: what are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Students should follow their normal school timetable and log on to Synergy and complete the work/join the lesson at the timetabled time. We expect all students to access our remote learning provision daily. They should engage in all 5 lessons and PD time.

We ask that parents support school by ensuring that students are ready to start the school day at 8.45 when they should join their Personal Development lesson with their Personal Development tutor and be ready to learn.

Q: How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Registers will be taken on all live lessons (5 lessons daily). Attendance will be logged and school will contact students and their parents if engagement is a concern. School will make contact in the following ways: text, email and phone call. We will also monitor engagement via Synergy. The system allows us to see whether the work has been accessed or not.

Q: How will you assess my child's work and progress?

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. Students will receive verbal feedback each lesson. Students will receive feedback from online quizzes, interactive whiteboards and platforms such as Nearpod. Students will receive written feedback on half termly assessed pieces where appropriate.

Q: Additional support for students with particular needs: how will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways: weekly monitoring phone calls, nurture group virtual appointments, LSA lesson support and additionally we welcome into school those that feel they can not access the provision at home.

Q: Remote education for self-isolating students: If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual students need to self-isolate but the majority of their peer group remains in school, remote education may differ slightly from the approach for whole groups. This is due to the challenges of teaching students both at home and in school. This means the amount of live lessons may be reduced and teachers may opt to prerecord lessons to ensure a more consistent approach. These lessons will continue to follow the subject's Learning Journey and will ensure that students self-isolating have access to the same curriculum as their peers.

Other useful websites and resources

There are also a number of learning resources used in school that can be accessed from home.

Oak National Academy and **BBC Bitesize Daily** are excellent new resources providing free, interactive curriculum-linked lessons for all year groups.

SENECA - Seneca's online platform can be thought of as an effective & engaging interactive learning and revision guide. Summaries, notes, videos and lots of different types of practice questions are all found on the Seneca platform. The system is also completely adaptive, and can be tailored to suit their individual needs.

GCSE Pod - [Education Demand](#) brings together the key elements of content, assessment, and data all on one platform, offering subscribers award-winning, expert-led education resources combined with essential monitoring and reporting. Designed to engage learners, improve confidence, and accelerate progress, whilst crucially reducing teacher workload.

Twinkl - This site provides a wide range of excellent learning resources for children of all ages. There is also an excellent Home Learning Hub containing a daily update of activities. Highly recommended.