Remote Learning Policy

To be read in conjunction with:

Policy	Link
Safeguarding policy	https://www.thehurst.school/243/policies/category/18/safeguarding-esafety
COVID 19 Safeguarding Addendum	https://www.thehurst.school/243/policies/category/18/safeguarding-esafety
Behaviour policy	https://www.thehurst.school/243/policies/category/20/school-policies

The Hurst School is committed to providing the best possible provision for students in their learning and wellbeing.

During the COVID-19 Pandemic, we recognise that there may be occasions where students need to self-isolate, as a result of contracting COVID-19. On a larger scale, it may happen that the school needs to close to one or more year groups for a period of time. Should either of these occasions arise, the following guidelines will apply.

The aim of these guidelines is to provide a realistic continuation of curriculum delivery.

Students self-isolating

- Where students are self-isolating as a result of contracting COVID-19, this must be communicated to the Attendance Team immediately.
- Teachers will upload appropriate instructions / work / tasks for students into their Class Team.
- When a student is self-isolating, they will need to go to their Class Team to collect this work.
- Students should aim to follow their timetable but may well 'dip into' other subjects.
- If students have any questions regarding their work, they should contact their teacher in the first instance.
- Teachers will provide feedback on any work completed which is clearly 'labelled' as a designated assessment. This *could* be provided on return to school. All other work completed should be 'saved' by students – this *could* be electronically and/ or hard copy. Any work that is completed on online platforms (e.g. GCSEPod or MyMaths) will be saved directly to the platform.

School Closure to one or more year groups, <u>for more than a day</u>

- All registration periods and lessons will be conducted on MS Teams. These will be scheduled in line with students' timetables.
- 'Homework' will be set, as normal, on Edulink.
- As the trusted professional, teachers will make an appropriate and informed decision as to the type and content of the work being set, based on their Schemes of Work and planning.

- Teachers will provide feedback on any work completed which is clearly 'labelled' as a designated assessment. This *could* be provided on return to school. All other work completed should be 'saved' by students – this *could* be electronically and/ or hard copy. Any work that is completed on online platforms (e.g. GCSEPod or MyMaths) will be saved directly to the platform.
- Teachers will <u>not</u> be expected to provide individual feedback via email to students.
- Teachers will continue to work within our expectations for communication with students and parents. This will be solely via email communication, within 48 hours as is our usual expectation and not outside working hours, unless in exceptional circumstances.
- Students are expected to engage and complete all work set to the best of their ability, in the time clearly allocated. Staff will, where appropriate, provide help sheets and guidance to ensure the work is accessible for all students.
- Students can, where appropriate, seek further guidance from their teachers via the Class Team/ Edulink/School Email.
- Students should complete assessments, where set, to the best of their ability. These will be utilised to review progress and support future learning tasks. Clear instructions and guidance will be provided regarding the completion of formative and summative assessments and these will consider the circumstances at home and be clear and realistic. Students will be expected to follow the instructions to the best of the ability.

Setting work on Teams

- Teachers will present all work in a logical dated order for ease of access for students.
- Teachers may also provide instructions and guidance - relevant information based on each task being completed, as well as 'help sheets' and guidance to support learning. e.g. worked examples and scaffolding may be present. Teachers may also provide opportunities and tasks which support and promote independence and metacognition - such as self-mark sheets, checklists etc.

Remote Live Teaching via MS Teams (as a result of a whole-year group closure)

- Remote teaching will occur through MS Teams.
- Students will receive an invitation to attend a 'meeting' via their school email account which will include the time and date. Students are expected to attend live 'lessons' to support their progress.
- Lessons will be scheduled in line with students' timetables. As a minimum, these will run 'live' for 30 minutes. After this, students may be directed to independent study, before returning to the 'live' lesson.
- It is likely that Teachers may request students to turn off the camera to disable video and have audio only. Where this is the case, students will still be able to view the teacher. This is to promote a productive learning environment.
- Teachers will plan activities in live lessons which will either reinforce existing understanding and skills (retrieval practice) or introduce selected 'new knowledge' in a phased approach. Students may be expected to carry out additional tasks assigned by teachers independently.
- Teachers will continue to provide consideration for how live / narrated learning is structured to best support student progress.

Principles and guidance for Live teaching / learning

The following principles and expectations apply to staff and students regarding the use of remote Live learning via a MS Teams 'Meeting'.

Teachers		
Conduct	**Communication**	**Content**
Any online 'lesson' will be treated in the same way as a classroom lesson. Staff will dress appropriately and ensure a setting which has a plain background and has no personal information on display. Staff will always continue to observe professional conduct. Staff will continue to follow and support the school safeguarding procedures and policies during all Live Learning. Staff will be clear, when using links to other online resources, that these resources are appropriate in nature and relevant to the learning process. This will be assured through a careful checking process, by the member of staff, prior to the setting of work which might signpost students to other online resources.	Any contact with students should be made through School Email / Edulink / Teams. Teachers may turn off the camera to disable video and have audio only (with PPTs etc.) to promote a productive learning environment. All Teams 'meetings' will be recorded.	All content will be age appropriate and in line with the curriculum schemes that are in place - including retrieval and some phased new knowledge. Where possible all remote live learning will be made accessible to the whole class. Particular focus should be considered for students with SEND.

Students	
Conduct	**Communication**
Students should regard Live Learning in the same manner as classroom learning.	• Any contact with teachers should be made through School Email / Edulink / Teams.
• Students should only use technology at home with the permission of their parent / guardian.	
• Students should continue to use appropriate classroom language.	• Students must ensure that all communication with other students and teachers using Teams is appropriate, responsible, and sensible.
• All students are required to follow school behaviour expectations and policies.	
• Students are expected to be dressed appropriately for learning in home clothes (e.g. no pyjamas, hats, or hoods etc.).	• Students should continue to be respectful and polite and avoid posting negative comments.
• Students should remain attentive and respectful during sessions and ensure that they are free from distractions. Students should not be using personal social media in lesson time.	
• Students should not use school platforms to discuss personal matters.	
• Students should not share their password with any other student or organisation. Parents are permitted.	
• Students must not record or take photos of my classmates or teachers during Live lessons, nor share lessons publicly.	
• Students should not make derogatory verbal or written comments about other students in the lesson – this could be perceived as online bullying and is not acceptable.	

These expectations are designed to support students in staying safe online and enriching the learning experience of all students. It is essential that students 'view' Live lessons in the same way and with the same conduct as is expected in the usual classroom setting.

Where appropriate, and in line with our behaviour policy, if a student's behaviour falls below the school expectations, opportunities to address this will be provided by the teacher in the live lesson. However, if this continues, students may be asked to 'leave' the live lesson and parents will be contacted. This could result in a student being removed from some / all future live lessons.

Please refer to the School Behaviour policy.

Parents	
Conduct	**Communication**
Parents should be aware if their child is engaging in a live lesson via MS Teams.

Parents should also always be aware of what websites their child is accessing whilst working online, ensuring these websites are appropriate and are those recommended in the work that has been set. If a parent is concerned about the content of a website, email, or online communication they should contact the school immediately. In addition, the following website can be used to report harmful content: https://reportharmfulcontent.com/

Parents should understand how children can be safe online – parents should engage with the safeguarding section on the school website to support their understanding of keeping children safe online. In addition, the following websites may support parents and carers to keep their children safe online:

- Think know provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parent zone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps, and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides, and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Parents should look out for signs of online bullying that their child may be a perpetrator or victim of. Parents should report these to the school (to any teacher, the child's tutor, Head of | Parents should feel comfortable contacting the school at any time if they have any concerns about the remote learning process, the content of live lessons, the content of work being set, the nature of websites/videos being used to support learning and/or inappropriate use of the internet by their own or other children.

Parents can contact the school by:

- Emailing the child's teacher/tutor/Head of Year

If a parent's concern is specifically related to safeguarding, they can contact the school's Lead DSL: matthew.hunt@hurst.hants.sch.uk |

House, or any member of the Senior Leadership Team). In addition, for bullying or abuse online parents can: • get advice on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#) • get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied	

Appendix A- Aide memoir for Remote Live Teaching via Teams

Ref ASCL 'What are the best bets for remote learning'.

	Prompt	What might this look like in practice? Possible ideas
1	What do I want pupils to know/be able to do as a result of this session(s)?	• Clear learning goals defined by teacher and made explicit to pupils. • Medium term plan made available to parents so they can support where appropriate.
2	Is there a key question that helpfully drives the session?	• 'Big question' to frame the session. • Is there an interesting and valid debate within the subject that might provide a hook? • Refer back to key question at end.
3	How does this relate to what's come before/after?	• Session guided by medium term plan. • Make links explicit for pupils where appropriate. Don't assume it's obvious.
4	Which key concept(s) am I introducing for the first time, or needing pupils to recall?	• Definitions of key terms. • Time taken at start to recall previous learning. • New concepts broken down and introduced in small steps.
5	Which aspects do pupils tend to struggle with or misunderstand? If I know this in advance, how can I address it?	• Worked examples. • Definitions of key words. • Check for understanding. • Make common misconceptions explicit and correct understanding. Avoid rushing instruction. Provide opportunity for pupils to go back/pause/rewind.
6	Which examples best illustrate the concept? Which will pupils find more readily relatable?	• Links made to pupils' experience where appropriate. • Analogy and metaphor. Eg 'This is like…' • Introducing key examples from the subject's canon. • Which examples will be built on later?
7	What practice is necessary?	• Worked examples. • Independent practice. • Retrieval practice. • Elaboration – pupils have to expand an explanation, perhaps to a parent.
8	How will I check for understanding and provide feedback?	• Q&A through video conferencing. • Through school's online platform. Eg. Microsoft Teams, possibly with teachers available at agreed times. • Email. • Work submitted online. • Teacher checks pupils' self-marked scores. • Whole class feedback. • Whatever method, make parameters explicit to pupils and parents.

Updated 6th September, 2021

Laura Billingham
Deputy Headteacher