



# **BLACON** HIGH SCHOOL SUCCESS THROUGH PARTNERSHIP

## **Remote Learning Policy**

### **VISION STATEMENT**

Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.

**Committee approved:** 12<sup>th</sup> November 2020

**Ratified by Full Governing Body:** 10<sup>th</sup> December 2020

**Next due for review:** 12<sup>th</sup> November 2021

## Table of Contents

1. Rationale.....	3
2. Remote learning for individual students .....	3
3. Tiers of opening .....	4
4. Remote learning in the event of extended school closure .....	5
5. The setting of tasks (using Google Classroom).....	6
6. Live sessions .....	7
7. Assessment .....	7
8. Expectations of students .....	8
9. Expectations of teachers (and subject areas).....	8
10. Support for students with SEND, EAL and other specific learning enhancement needs .....	10
11. Pastoral care during a school closure.....	10
Safeguarding during a school closure.....	10
12. Links to other policies.....	11
Appendix 1 - Remote working, live video lessons, GDPR and safe working practice.....	12
Appendix 2 – Staff responsibilities .....	13

## **1. Rationale**

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. 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.

At the time of writing, the school has not experienced an example of an extended school closure and so this policy is 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 teachers to participate in remote learning, owing to widespread illness, for example.

## **2. 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 head of year and form tutor.

The student's subject teachers will use the pages set up in Google Classroom to make work available to the student. If there are any issues with the completion of work, tutors should liaise with the relevant progress leader or head of department (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.

### 3. Tiers of opening

There may be exceptional circumstances in which some level of restriction to school is required in a local area. In those situations, restrictions will be implemented in a phased manner, the key aim being to retain as much face-to-face education and access to childcare as possible. These 'tiers of restriction' will ensure that extensive limitations on education are a last resort, and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

Tiers	DFE Guidance for schools	In school	Remote learning – Blended Learning
Tier 1	Fully open under Covid return plan.	School operates as usual with all students in each day and all week. There may be small numbers isolating due to Covid related illness.	Students who are self-isolating will continue learning remotely via Google Classrooms (normal classroom resources to support the delivery of the curriculum).
Tier 2	Partial closure in a case of a positive case with normal timetable and blended learning with lessons being delivered in school and students accessing audio of teachers at home. Move to rota model, combining on-site provision with remote education. Continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other children should not attend on site except for their rota time.	All staff in school delivering normal lessons to students in school. <b>And</b> 'Live lessons' delivered to students based on a normal timetable.  2 week rota (2 weeks in, 2 weeks off). Rota 1: Year 7, 8 and 11 plus Key Worker students and Vulnerable students. Rota 2: Year 9, 10 and 11 plus Key Worker students and Vulnerable students. <b>Or</b> In the event of a year group/ bubble self-isolating.	Students in school will follow their usual timetable.  Students at home and those self-isolating will experience Blended Learning via Google Classroom as above with the addition of 'Live lessons' (resources with an audio only overlay).  Communication between staff and students via Google Classroom and school email system.

Tier 3	Full-time on site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by DfE). Other students should not attend site. Remote education to be provided for all other students.	Critical worker students, vulnerable students and selected students (e.g. Year 11). Confirmation of which students are to access school to be made in conjunction with DfE and Public Health England.	Students at home and those self-isolating will experience Blended Learning via Google Classroom as above with the addition of 'Live lessons' (resources with an audio only overlay). Communication between staff and students via Google Classroom and school email system.
Tier 4	Full-time on site provision only to vulnerable children, the children of critical workers. All other students should not attend site. Remote education to be provided for all other students.	Critical Worker students and vulnerable students.	Students at home and those self-isolating will experience Blended Learning via Google Classroom as above with the addition of 'Live lessons' (resources with an audio only overlay). Communication between staff and students via Google Classroom and school email system. Possible use of Google Meets to support Yr11 revision sessions (with SLT approval).

#### 4. 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:

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

Students and teachers will require access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education is google classroom accessed via the relevant app or via the internet.

Access to these platforms is via a student's normal school login; if students have difficulty with logging in, they should contact the school's IT support. The school is working hard with the DfE, CWaC and local broadband providers to explore how families can be provided with access to remote learning.

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 teachers to participate in remote learning. For shorter closures, for example, teachers may set work on Google Classroom for submission in person once the school has reopened. For longer closures, teachers would make more use of 'live sessions' (see specific guidance below and appendix) and electronic assessment. 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.

## **5. The setting of tasks (using Google Classroom)**

Subject areas will provide work broadly in line with students' timetables through Google Classroom. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Tasks will be set for individual classes, apart from in the case of small departments who teach the whole year group. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. SenecaLearning, HegartyMaths, GCSEpod)

Teachers will set tasks through Google Classroom and it is the responsibility of teachers and students to ensure they know how to use this system effectively (instructions are made available

separately). Teachers should include subject leaders/ line managers as co-owners of tasks to allow them to monitor and support as required.

## **6. Live sessions**

Academic subject areas may also arrange for teachers to deliver content in a 'live' manner (resources with an audio only overlay). There is no expectation of teachers to carry out live sessions where they are viable on screen.

Google Classroom allows for resources to be shared, teachers to provide exposition, and students to ask questions. The comment stream can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality.

## **7. Assessment**

Providing timely and helpful feedback is a cornerstone of high quality learning and teaching, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set using Google Classroom, regardless of how students' work is eventually submitted, with clear due dates given to students for completion, thereby helping students to organise their time. Students and teachers should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work
- Using the "Comments" function on online documents on Google Classroom
- Providing feedback directly in the tasks on Google Classroom
- Sending a direct email to students with specific feedback / targets
- Feedback via another website / piece of software (e.g. SenecaLearning, MyMaths)
- Recording oral feedback and sharing an audio file with the student/ class

Additional functionality is available in Google Classroom if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give immediate feedback.

## 8. 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, 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. feedback from class teachers) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Google Classroom, then they should mark tasks as “turned in” so teachers can monitor their progress. 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), or related to access to resources, these should be directed to the school office [admin@blaconhigh.cheshire.sch.uk](mailto:admin@blaconhigh.cheshire.sch.uk) from where they will be passed to the relevant member of staff.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from school home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). 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.

The school requires that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student’s ability to print at home. The school is conscious of the digital divide and is working with the DfE and other agencies in order to address this as quickly as possible.

## 9. 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 Operations Manager via the service desk email <https://blaconhigh.freshdesk.com/>



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, heads of department 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. Heads of department will monitor this and should be included in the tasks set in Google Classroom as a co-teacher.

Teachers are responsible for providing constructive feedback to their students in a timely manner. Heads of department are responsible for overseeing the form and regularity of feedback, and will liaise with faculty heads and SLT line managers 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 for their classes. Note that illness in these cases will be treated as normal and recorded by HR with 'back to work' discussions conducted remotely, if required.

Subject areas are expected to:

- Plan and upload classroom resources and homework
- Plan and deliver 'live sessions' where resources are accompanied by an audio only overlay
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using the tasks functionality in Google Classroom
- 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.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available in Google Classroom, such as interactive websites and support activities, and point students and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above, the school will provide a range of training opportunities that teachers should have access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their subject leaders or SLT line manager.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers should ensure their communication with students does not encourage unhelpful work habits. 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. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses only (both teachers and student)
- Google Classroom (docs/sheets etc.)
- Google Meets (with approval from SLT line manager)

## **10. 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 school SENDCo. In addition, the student support officers and safeguarding team will maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feed back to teachers using CPOMS if required.

## **11. 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, tutors (under the guidance of the Progress 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 Progress Leaders, particularly if there are concerns or a lack of communication.

### **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 guidance for teacher's document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Adrian Carr – [acarr@blaconhigh.cheshire.sch.uk](mailto:acarr@blaconhigh.cheshire.sch.uk)

## **12. Links to other policies**

This policy is linked to the school:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

## **Appendix 1 - Remote working, live video lessons, GDPR and safe working practice**

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents and the tasks function on Google Classroom will give you plenty of flexibility. However, you must use your BHS account (google classroom / outlook etc.) When creating 'live lesson' resources and uploading videos to Google Classroom, no faces or images of staff should appear on the video, only the audio instructions to accompany the task.

Instructions for setting up Google Meets are available in the remote working folder in the staff drive. Live video links can be particularly useful for staff meetings or small groups, perhaps Year 11 revision sessions, where spoken explanations are better than written ones.

It is possible to record meetings in both Google Meets and this is required, both for possible future reuse and to demonstrate safe working practice if needed. Students can also be prevented from recording the sessions and this function must also be selected. Before attempting any audio/video live links teachers must gain approval from their SLT line manager. Communicating via live text (e.g. conversations in Google Meets) does not require specific permission, however, and can be a good way to keep in touch with classes.

Teachers must not set up or join social media groups for school use with students (such as WhatsApp etc.). If you need to use any apps or materials that fall outside the BHS network, please ensure you have discussed with your line manager. Any possible GDPR queries should be directed to the GDPR lead Mark Maher – [mmaher@blaconhigh.cheshire.sch.uk](mailto:mmaher@blaconhigh.cheshire.sch.uk)

## **Appendix 2 – Staff responsibilities**

### **Teachers**

When providing remote learning, teachers are responsible for:

#### **Setting work:**

- Staff should set work for their own individual classes, work should be bespoke and meet the needs of the group (small departments who teach the whole year group may use the same resource but should post this for each individual class)
- ‘Live lessons’ take the form of a resource(s) with an audio only overlay.
- Work should follow a clear sequence of learning and be aligned, as closely as possible, to the normal classroom delivery
- Work set should cover the duration of a 1 hour lesson
- Work should be set/ scheduled for the day/time of the lesson e.g. Tuesday, 10:00am
- Work should be uploaded to Google Classroom (the use of other online educational sites should be linked through Google Classroom)
- Staff should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure students with limited access to devices can still complete the work (paper copies of work will need to be produced in some instances)
- Staff should monitor and track the completion/submission of work by students

#### **Providing feedback on work:**

- Staff should provide details within tasks on Google Classroom on how work should be submitted e.g. through Google Docs, photographed or handed in on return to school
- Staff should share feedback with students through Google Classroom or via the BHS email e.g. whole class feedback, comments board, direct feedback, instant feedback through interactive tasks
- There is no requirement to provide individual feedback on every piece of work submitted. Whole class feedback or the comments stream can be used to provide general feedback, or further instructions, on work.

#### **Keeping in touch with students who aren’t in school and their parents:**

- If staff need to contact students individually then this should be through the BHS email account within Google Classroom
- If staff need to contact parents, then this should be through phone calls or, for larger groups, through parent-pay (by contacting the school office)
- Tutors should make contact with tutees once a week to check on the completion of school work in Google Classroom and to check on their general health and well-being

- Staff should aim to answer emails from students and parents within 24 hours
- Staff should pass any complaints or concerns shared by parents and students on to the relevant person e.g. Subject Leader, Progress Leader, SLT line manager. Safeguarding concerns should be logged in CPOMs and passed to the designated safeguarding lead.
- Staff should contact home in the event of students failing to complete/ submit work in Google Classroom, in line with normal working practices

### **Teaching Assistants**

When providing remote learning, teaching assistants are responsible for:

- Identifying which students they need to support
- Supporting learning through the differentiation of resources
- Contacting students to offer additional support in the completion/submission of work

### **Heads of Department**

Alongside their teaching responsibilities, subject leads are responsible for:

- Consider/ implement changes to any aspects of the subject curriculum in order to accommodate remote learning
- Work with/monitor teachers in their subject, remotely, to make sure all work set is appropriate and consistent e.g. by becoming a co-teacher on Google Classroom
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Alert teachers to resources they can use to teach their subject remotely
- Work with other subject leads and senior leaders to make sure the completion of work set remotely across all subjects is tracked, and that contact and communication with parents is managed and appropriate

### **Progress Leaders**

Alongside any teaching responsibilities, Progress Leaders are responsible for:

- Working with form tutors to ensure that weekly contact is made with students to check on the completion of work and their general health and well-being
- Working with form teachers, subject leads and senior leaders to respond to any issues or concerns raised by students and parents.

### **SENDco**

The SENDco is responsible for:

- Work with teachers and teaching assistants to ensure that work is differentiated as required for all learners when setting online tasks.

### **Safeguarding**

- Student support officers and safeguarding team to maintain contact with students on their lists requiring regular support, by email or phone with parents/students and feed back to teachers using CPOMS if required.

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning e.g. through line management with subject leaders, reviewing work on Google Classroom and gathering feedback from students and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations