Park High School Remote Learning Policy

Key staff involved in leading Remote Learning:

Role	Name(s)
Head of School	Mrs C Eulert
Deputy Headteacher	Mrs R Howlett
Assistant Headteacher	Mr J Allen

Introduction

COVID-19 presents a risk of significant disruption to the operation of our school. We adhere to the local and national measures and directions from Public Health England. If a staff member or pupil is required to self-isolate because they have COVID-19 symptoms, or because of contact with a positive case, they will be absent for two weeks (5% of the academic year). It is likely that some pupils and staff may have more than one period of self-isolation during the year.

Under the Coronavirus Act (2020) the Government has issued a Temporary Continuity Direction placing a legal duty on all state-funded schools to provide remote education for children who are unable to attend school due to COVID-19 or in a full or local lockdown.

Access to continuous high-quality education is the right of all our pupils and the provision of remote education is a key aspect of our school improvement strategy.

Aims

- To ensure that all pupils have access to high quality teaching when they are learning off site.

- To ensure that all pupils have appropriate resources to support their learning.

- To support all staff through the provision of good professional development to enable them to teach pupils who are learning at home and those who are learning in school simultaneously.

- To ensure that pupils' online learning takes place within a safe environment.

- To ensure that pupils' learning is delivered in a way that takes account of their age, stage of development and any additional needs.

- To support parents as valued partners in their children's education.

- To enable staff who are isolating at home to teach pupils in school and elsewhere.

- To support the mission, vision and values of the Trust and its establishments.

Who is responsible for this policy?

The Senior Leadership Team at Park High School has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Definitions

Full online learning: teaching model in which the teacher/s and pupils are dispersed and all are joining the lesson online from different locations. This could be because they are all self-isolating or because there is full lockdown.

Simultaneous learning or hybrid learning: teaching model in which the teacher is in the physical classroom teaching pupils face-to-face while teaching others 'live' online (at home) at the same time.

Flex learning: teaching model in which the teacher is in a location other than the physical classroom (such as at home). The lesson is live streamed to an interactive whiteboard in the classroom where pupils are being taught. Some pupils may also be accessing learning from home.

Equipment

The school's learning platform is Microsoft Teams.

In classrooms/ teaching rooms, teaching staff are provided with touch screen Microsoft Surface Pro devices and most rooms have interactive whiteboards therefore in the event of simultaneous teaching, all pupils will be able to see the content being delivered by the teacher.

Pupils working from home require access to a phone or laptop with functioning microphone and speakers. A camera facility will enable higher quality learning, in the event of a full online learning model. The school has established a platform so pupils can access work through a mobile device and work will signposted within the MS Team POSTS.

Pupils may require a camera (such as on a smartphone) to photograph and upload work completed on paper. The Office Lens and One Note applications can also be used for recording work.

General principles for remote learning

Every effort will be made to ensure that curriculum quality, breadth and balance are not sacrificed where pupils are required to learn remotely. The school's normal schemes of work will continue to be delivered.

Remote learning will follow the normal school timetable therefore pupils in Key Stage 3 and 4 will receive five hours of work set per day. Pupils need learning routines and consistent expectations when working at home. Every effort will be made to ensure equality of curriculum provision and continuity between pupils learning at school and those learning at home.

The principles and qualities underpinning effective teaching and learning are fundamentally the same, irrespective of whether learning takes place remotely or in the classroom.

Online learning will be complemented with academic resources to support pupils' acquisition of knowledge and consolidation of skills.

All classes in all subjects will have a dedicated MS Teams site.

Teachers who are self-isolating (but well) will teach via MS Teams to pupils in school or at home.

In Year 10 and Year 11 a trial period was undertaken, where some pupils were learning at home but the rest of the class were in school. Simultaneous learning enables the delivery of the same lesson, irrespective of where pupils are physically based.

In the event of full lockdown, all pupils will access full online learning via MS Teams.

School will make appropriate use of high-quality resources, such as those produced by GCSEPod, PIXL and Oak National Academy, to support learning. These will be used judiciously to complement the school's schemes of work, not to replace them.

Teachers will assess pupils' remote learning in appropriate ways. Feedback can take many forms including written individual feedback; whole-class verbal feedback in a live lesson; voice recording; whole class comment in MS POSTs and sometimes your child may complete questions that are marked automatically via digital platforms. Pupils are entitled to receive high quality developmental feedback, irrespective of whether they are learning remotely or in class. The school's assessment policy applies in both contexts.

Where a pupil has SEND, appropriate differentiation will take place. This may involve setting alternative tasks; using supplementary resources and giving additional prompts and model examples.

Scheduled termly subject assessments may take place online and fed back to students and parents.

The same conditions and time constraints for completing assessments should be applied, wherever pupils' learning takes place. In the event of an assessment period during a full lockdown, the students may receive direction to complete specific assessments as 'open book' tasks where they may use their notes to assist them.

Staff will maintain contact with all pupils who are self-isolating to check on their learning and wellbeing. A triage system will be used to identify pupils who may need more regular checks to be made. The school will maintain a schedule identifying which pupils are to be contacted, by whom and when. This will subsequently be recorded and monitored.

Individual reading is an essential component of all pupils' learning. All pupils will be encouraged to read with age-appropriate reading books.

Mechanics of online learning

Access

School conducted an initial audit, in September 2020) to ascertain which pupils do not have a device or connectivity so that prevision could be made. All pupil premium pupils were also offered a laptop.

The parents of any pupils joining the school will be asked to confirm their availability of a laptop on which their child can access lessons.

Parents will be asked to notify schools if there are any changes to their home IT provision by emailing info@park-high.co.uk or contacting school on 01282 865200.

Where pupils do not have a suitable device or connectivity, every effort will be made to provide them with the necessary equipment.

All pupils will be issued with MS Team login details for every subject. This will take them to the lesson that they are to join according to their normal school timetable.

Teachers will upload to the MS Team Post a brief lesson outline and the relevant resources to access the work in class every lesson – every day. This may include links to resources in FILES or online links to other well-established learning platforms, for example GCSEPod, Hegarty Maths, Dr Frost, PIXL or Oak National Academy. Any resources that are recommended will be quality assured by the school to check that they complement the school's schemes of work and enable progressively sequenced learning.

Pupils' work should be recorded on paper or digitally using tools such as Assignments or uploaded into the student area, depending on the nature of learning.

Full online teaching where the whole class bubble and teacher are at home,

The lessons set by teachers will be signposted on MS Teams Posts and will include a mode of learning styles. These may include: a powerpoint and questions to be uploaded or emailed to the teacher; MS Assignments where the teacher can give feedback and assess the understanding of the pupils; live recorded lessons by the teacher using Loom and linked onto the MS Post and live lessons.

Lessons will take place in accordance with pupils' normal timetable and follow five lessons throughout the day.

A typical live lesson will include a blend of direct inputs from the teacher and tasks that pupils will complete independently themselves. The balance of activities will ensure that pupils do not spend too much time on screen.

All student cameras are off at all times controlled by MS Teams admin.

In a live lesson all pupils will be muted during teacher input, but they can be 'cold called' to share their ideas with the rest of the class.

It is for teachers to decide if and when they wish pupils' mics to be switched on and off during the lesson.

The 'chat' function can be used for pupils to ask questions or share their ideas during a live lesson.

Simultaneous learning where pupil(s) are self-isolating and learning from home, but the rest of the class and teacher are in school,

Pupils will log into MS Teams every lesson following their timetable to access their lessons.

Pupils will follow their normal timetable. They will be issued with the login details for their lessons. Punctual attendance is expected.

The teacher will welcome the pupil(s) who are learning remotely at the start of the lesson. During the lesson, care will be taken to have the camera facing the teacher's screen/whiteboard/working area rather than the class. This enables the pupil at home to see the modelling that the teacher is undertaking so that they are receiving the same input as the rest of the class. For some aspects of work, it may be necessary for the teacher's face to be visible to support pupils' learning.

The 'remote' pupil will be able to see documents, text, PowerPoint/Sway presentations and models shared by the teacher, on their own screen.

In accordance with the Remote Learning Live Lesson protocol students' cameras will remain off.

Teachers may decide to use the MS Teams 'chat' function during lessons, enabling the 'remote' pupil to ask the teacher a question. The teacher will monitor this throughout the lesson. Students may also use the 'hand up' function on Teams.

The 'remote' pupil may record their work electronically or in a physical workbook. If the work is recorded electronically, it can be uploaded into MS Teams. If the work is completed as a hard copy, it can be photographed and shared on MS Teams or returned to school by arrangement.

Pupils who are receiving remote teaching via simultaneous delivery will receive regular phone calls (at least once per week) by a staff member to check on their progress and wellbeing.

Further checks on wellbeing may be considered using digital tools, such as MS Forms, as appropriate.

Flex learning where the teacher is self-isolating and teaching from home. Pupils are learning in the physical classroom and some may also be self-isolating,

The teacher will deliver the lesson via MS Teams. This is shown on a large screen in the classroom. The pupils will work in the classroom / other teaching space, supported by the teaching assistant and/or other available staff who will manage behaviour and support the setting up of technical equipment.

The teacher is responsible for setting up the lesson as a meeting and inviting pupils to join. This will enable pupils to share the teacher's screen. The teacher needs to arrive punctually in order to welcome the class.

The teacher should use their camera and microphone effectively to ensure that all pupils can access their lesson fully. The lesson should start with a greeting to the class to re-establish the relationship. The teacher can choose a suitable background in MS Teams (either blurring the background or selecting a suitable alternative) so that their home is not visible to the pupils.

Staff roles and responsibilities

Roles defined below are specific to the remote learning context:

The Head of School Mrs C Eulert is responsible for:

- ensuring that staff, parents and pupils adhere to the relevant policies at all times,

- ensuring the wellbeing of staff, taking cognisance of the demands of remote teaching,

- ensuring that staff adhere to the security of remote learning systems, including data protection and safeguarding protocols,

- ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning,

- ensuring that there are arrangements in place for monitoring incidents associated with remote learning,
- maintaining review of the effectiveness of remote learning arrangements to ensure pupils' education does not suffer.

The Deputy Headteacher Mrs R Howlett and Assistant Headteacher Mr J Allen are responsible for:

- arranging any additional training staff may require supporting pupils during the period of remote learning through CPD sessions; weekly briefings and daily newsletter 'Heads Up' linked with instruction videos bespoke to staff needs,

- providing advice to staff on digital pedagogy,

- liaising with and supporting the SENDCO as appropriate,

- keeping parents informed of relevant remote learning information or updates via Parents@Park.

Curriculum leaders are responsible for:

- supporting the work of teachers in their subject by providing advice as necessary on how learning can be adapted to the remote environment,

- ensuring that resources to support schemes of work are readily accessible,

- ensuring that schemes of work are being followed and that there is alignment between the learning being undertaken by pupils who are learning remotely and that of their peers who are learning in class,

- monitoring the quality of remote learning in their subject. All Curriculum Leaders are members of all faculty Teams, in order to quality assure work set and record in the Quality Assurance Area,

- deploying teaching assistants appropriately to support teaching and learning.

Class teachers are responsible for**:**

- reminding pupils about online safety and ensuring that protocols for safe working are followed,

- maintaining the usual timetable, curriculum and content, with any adaptations not being at the expense of ambition, breadth or continuity,

- teaching in a way that provides high quality learning and equality of opportunity for pupils, irrespective of whether they are learning in class or remotely,

- assessing pupils' work and providing pupils with appropriate developmental feedback,

- identifying pupils requiring additional support and making these a priority,

- uploading resources to MS Teams in good time for the start of the lesson,

- maintaining a record of pupils' engagement with live learning when they are studying remotely and liaising with Directors of House to determine follow-up action that may be necessary.

Directors of House/Heads of Year are responsible for:

- monitoring attendance and engagement of pupils who are learning remotely in their year group,

- liaising with technicians and class teachers as appropriate to resolve issues that arise,

- identifying any patterns of non-engagement (such as failure to attend lessons in a particular subject) and working with the pupil and class teacher to resolve,

- encouraging and motivating pupils learning remotely by devising and contributing to the schedule of phone calls home.

The Designated Safeguarding Lead (DSL) Mr G Jackson is responsible for:

- ensuring that daily check-ins occur with identified vulnerable pupils and families, where this level of intervention is appropriate,

- liaising with staff to identify any concerns and follow up with phone calls home,

- overseeing concerns and checking that they are appropriately documented,

- liaising with the SENDCO as appropriate,

- liaising with the IT Manager, Mr A Burrows, to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online,

- conducting and agreeing a risk assessment with the class teacher and SENDCO in the event that one-to-one teaching is required,

- identifying vulnerable pupils who may be at risk if they are learning remotely,

- ensuring that child protection plans continue to be implemented while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternative arrangements for pupils who are at a high risk, where required,

- identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place,

- liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.

The SENDCO Mrs C O'Brien is responsible for:

- liaising with the IT technicians and SLT to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required,

- ensuring that pupils with EHC plans continue to have their needs met while learning remotely,

- identifying the level of support or intervention that is required for pupils with SEND to enable them to learn remotely,

- identifying specialist software packages to support individual pupils,

- ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period,

- conducting and agreeing a risk assessment with the class teacher and DSL in the event that one-to-one teaching is required.

Teaching assistants are responsible for:

- supporting pupils with learning,

- supporting the teacher with marking and feedback (as directed by the Curriculum Leader)

- supporting the teacher with live lessons (as directed by the Curriculum Leader)

- contacting pupils if not engaging with learning,

- making daily phone calls to assigned pupils to check on their welfare (as directed by the teacher / SENDCO).

- Monitoring the engagement with IDL reading intervention,

- Updating POPs

The **IT Manager Mr A Burrows** is responsible for:

- overseeing and supporting the set-up of the MS Teams infrastructure in school,

- ensuring that all school owned devices used for remote learning have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required,

- distribute devices as directed by Assistant Headteacher Mr J Allen,

- ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required,

- working with Assistant Headteacher Mr J Allen to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff,

- supporting staff who are logging into MS Teams from home, as required,

- supporting any pupils who are having technical problems with their hardware or software.

Staff training

Mrs R Howlett Deputy Headteacher is responsible for assessing training requirements of staff, supporting their development and accessing central training where required.

All staff receive induction and training to enable them to deliver online lessons. This includes, at the most fundamental level: MS Teams, MS Posts & Files, MS Assignments and Loom.

Mrs R Howlett Deputy Headteacher will ensure that adequate training and resources are shared on the daily Heads Up bulletin to meet the needs of staff who are further developing their online pedagogical skills. As well as accessing these materials directly, leaders and teachers can request direct support from Mr J Allen Assistant Headteacher and the IT Technicians

All staff are required to read and uphold a staff code of protocols for online teaching

Pupil training

Pupils can access MS Teams through a mobile device, tablet, or laptop ideally with microphone and speaker facilities to access remote learning.

Pupils will be inducted on the use of MS Teams and given log ins.

Training for students will happen through assemblies streamed into each classroom and pre-recorded videos sent directly to students.

Pupils will need their school email address and password in order to join MS Teams lessons. These should be memorised by pupils. Teachers will point out that any errors in transcription will prevent them from accessing the site.

Staff will provide additional support to pupils who may have difficulty in following the process of logging into MS Teams independently so that they practise the route before they are in the position of having to learn remotely.

Working with parents

Parents may have anxieties about their children's self-isolation, particularly if the child or other family members are symptomatic, clinically vulnerable or have tested positive for COVID-19. Maintaining a strong relationship with parents will be a significant factor in ensuring the success of remote learning.

Parents will be informed in writing about the duration of their child's self-isolation (letters are sent by the Heads PA Mrs G Goldstein). They will also be informed about how to access MS Teams or other sites, where appropriate. Parents and pupils can access lesson timetable on MCAS or in the pupils contact book.

Parents will be emailed an instruction video and powerpoint with a brief guide of how to navigate MS Teams and basic functions of MS teams

The school will provide parents with individual support accessing MS Teams if this is required.

Behaviour and pastoral care

Pupils who are self-isolating need to feel that they are part of the school community. Retaining the structure of the school day for learning at home will go a long way to ensuring this continuity.

Assembly is a focal point for the class or school community. Assemblies will be shared every week to give pupils an important sense of belonging.

Where pupils are self-isolating, the appropriate codes should be used in the school register. The X code is particularly relevant to the COVID context and resulting self-isolation.

Accurate and timely completion of registers will ensure that pupils who should be learning remotely are swiftly identified and included in lessons.

Teachers will make checks on pupils' attendance at all online lessons. The school will contact parents if pupils have not joined sessions to ascertain reasons and offer support in finding solutions. Attendance of self-isolating pupils is essential in order that they access the full sequenced curriculum and make good progress.

The requirements for online behaviour (using the chat function courteously to express ideas, being punctual to lessons, joining in when asked to respond, working hard) will be discussed with pupils.

All pupils will be asked to abide by a code of conduct relating to remote learning.

Pupils will be encouraged to let staff know if they have a problem with which they need help.

The positive rewards culture that school maintains during 'normal' times will continue when pupils are learning remotely, so that good behaviour and embodiment Park High School values is recognised. These credits will be recorded on the school MIS system Bromcom.

The school's safeguarding policy and procedures continue to apply when pupils are learning remotely.

Online safety

Online safety is a matter of paramount concern. The following points made in relation to online safety during remote learning should be considered in conjunction with the school's ICT Acceptable Use Policy.

Pupils should be directly taught practical online safety techniques in age-appropriate ways throughout their school lives.

Key considerations for online safety when planning remote learning are to be applied with regard to video and audio delivery to ensure that pupils and staff remain safe at all times.

Lessons will be planned for teaching to groups or classes set at a minimum of three students in order to safeguard pupils and staff.

Staff should wear suitable clothing for lessons, as should pupils and household members in the event that cameras are to be used.
Appropriate backgrounds should be selected by any staff or pupils who are on camera and joining lessons from home.
Staff and pupils should always use appropriate language during online learning, as should others in the household who may be audible.

The same high standard of behaviour expected in school also applies online. Courtesy includes the 'chat' function responsibly and avoiding any comments that could cause offence. Pupils should indicate they require attention by using the MS Teams facility to raise their hand.

Pupils must follow teachers' directions with regard to the use of hardware and software. The school's behaviour policy will apply to any pupil who does not use equipment responsibly. In the case of particularly poor behaviour, the teacher will remind the pupil of the required behaviour. If behaviour persists that interferes with the learning of other pupils, or is a safeguarding risk, the teacher can remove a pupil from an online session and refer them to the Director/Head of Year to be addressed via the school's behaviour policy.

No material should be recorded, stored, or distributed without the permission of the Head of School Mrs C Eulert. Teachers may record and share some of their own delivery, this delivery must not include interactions with pupils. The recording of lessons by pupils or families is forbidden.

When delivering from home, teachers should ensure that they have a stable connection to avoid disruption to lessons. Families should be encouraged to do likewise.

Staff should remain aware that they are visible whenever their camera is switched on and audible whenever their microphone is unmuted.

The IT Manager, Mr A Burrows, will ensure that all school owned equipment and technology used for remote learning can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own /family-owned equipment and technology, such as ensuring that their internet connection is ensured.

The school will encourage parents to set age-appropriate parental controls on family-owned devices and internet filters to block malicious websites and will direct parents to resources to help them keep their children safe online.

Data protection

This policy should be read in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their work at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote teaching and learning.

Any data that is transferred between devices will be suitably encrypted.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning. All contact details will be stored in line with the Data Protection Policy.

Paper copies of contact details will not be taken away from the school premises.

Pupils are not allowed to let their family members or friends use school owned equipment. It is provided solely for the purpose of pupils' learning.

Any breach of confidentiality will be dealt with in accordance with the school's Disciplinary Policy.

If the school decides that some lessons should be recorded so that pupils can revisit them, these lessons will be stored correctly and only used for pupils in the year group where the lesson was filmed. These recordings can be retained for one year and then destroyed.

If the school decides that teachers can film high quality input as a teaching resource, these materials will also be correctly stored and may be retained for up to four years.

Appendix 1

Staff are expected to uphold the following principles.

Staff should:

- briefly remind pupils of the need for positive participation and adherence to etiquette at the start of each lesson.
- maintain the same high expectations of pupil behaviour that apply in the physical classroom.
- use positive praise and rewards in recognition of engagement, effort and progress.
- remember that pupils may be anxious about remote learning; emphasise building positive relationships.
- sign into MS Teams shortly before the lesson is due to begin and ensure that all resources are in place.
- ensure that all pupils are muted unless they are invited to contribute verbally to the lesson.
- monitor the chat function to ensure it is being used appropriately.
- ensure that they model high professional standards at all times including through the use of professional language and provision of high-quality resources.
- ensure that safeguarding requirements are met. In general, pupils should be taught in groups of no less than three.
- notify the DSL of any safeguarding concerns.
- ensure settings are configured so that only the teacher can present during the lesson and share their screen.
- ensure that emails are closed and only those programs that are necessary for the lesson are open.
- at the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that pupils cannot continue the meeting unsupervised.
- where teaching from home, blur the background (or choose a background) to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- when teaching pupils online, ensure that all communication is through MS Teams or MS Outlook. Never share personal details or contacts with pupils or communicate through social media or other channels. Private 'chat' with pupils is prohibited.

Appendix 2

Parent Code of Conduct - Online Learning

When pupils are joining 'live' lessons. Their teachers may be streaming the lesson from school or from another location, depending on the circumstances. Our expectation is that pupils continue to follow the full academic curriculum, attending lessons every day and participating fully. We expect pupils to behave respectfully and to apply themselves to their studies. We value your support in ensuring that your child learns safely and helps to keep others safe.

Parents are expected to uphold the following principles.

As a parent/carer I will:

- ensure, as far as possible, that my child can access their online lessons in a quiet environment.
- support my child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- encourage my child to participate fully in online lessons and to complete independent work set by the teachers.
- ensure that no element of an online lesson is recorded by my child, myself or family members.
- avoid making any comments, or sharing any material, on social media that could identify my child, their school or staff.
- ensure that my child takes care of any equipment that they have been loaned by the school and uses it only for the intended purposes.
- report any concerns that I have about my child's learning with appropriate staff at the school.

Appendix 3

Pupil Code of Conduct - Online Learning (Secondary setting)

Pupils are expected to uphold the following principles.

I will:

- arrive on time to all my online lessons, following the schedule and log-in details provided by school.
- ensure that I have all my equipment ready before the lesson starts.
- keep my camera / web cam turned off at all times during lessons
- under no circumstances record the lesson, or share any images from the lesson on any platform.
- keep my microphone muted unless the teacher asks me to speak, and mute myself when I have finished.
- only use the 'chat' function if directed to by a teacher / staff member, and only for the purpose they specify.
- ensure that I use appropriate, respectful language when communicating verbally or digitally.
- stay focused on my lesson and ready to contribute my thinking at any point.
- use the 'raise my hand' function in order to ask or answer a question.
- gain permission from the teacher if I need to leave the lesson for any reason.
- behave in sensible, kind and courteous way throughout the lesson.
- follow instructions promptly.
- complete tasks to the best of my ability.
- be a positive role model as a member of my school and the Park High School family.