



TALBOT HEATH SCHOOL *"Honour Before Honours"*

REMOTE TEACHING AND LEARNING POLICY/PROCEDURE – whole school

Date adopted: 1st September 2024

Date for next adoption: Autumn Term 2025

Purpose:

This policy is for use during any periods of school closure due to extreme weather events or the impacts of health issues, such as the Covid-19 pandemic. It relates to any temporary switch to remote learning for the whole school and/or any period of self-isolation due to medical reasons.

The purposes of this document are threefold:

1. To outline procedures and practice for staff, pupils and their parents to continue with the academic program for the duration of any periods when Talbot Heath switches to remote learning.
2. To outline procedures and practice for staff in self isolation, whom are otherwise fit and healthy, to continue with teaching, setting, marking and feeding back on pupil work as part of a normal academic program, following a lifting of lockdown and/or relaxation of social distancing.
3. To outline procedures and practice for pupils in self isolation, whom are otherwise fit and healthy, to continue with their academic program, following a lifting of lockdown and/or relaxation of social distancing.

This document has been written following guidance from a range of sources including:

- Children's Commissioner "Keeping children safe in virtual classrooms"
- Teaching Unions
- Public Health England
- DfE

1. Remote teaching and learning in the case of enforced school closure

During the period of time for which Talbot Heath is required to switch to remote learning due to inclement weather and/or government/public health guidelines, the following will apply:

Pupil expectations:

- Pupils should retain the structure of their school day, as much as possible, using their iPads, or parent approved devices to log-in to virtual lessons, assemblies and tutor periods at the correct times.
- Check Homework4/Google classroom, Seesaw or Tapestry to access posts/resources from their subject teachers
- Complete all set work and, if requested, submit it for checking.
- Use the designated means, such as school email, to communicate with their teachers and ask questions if they do not understand or require help.
- Pupils may need to photograph work which they have completed in order to submit it to their teachers.
- Deadlines must be adhered to, as much as is possible given individual circumstances

Teacher expectations:

- Upload teaching materials/lessons to one of the virtual learning platforms, such as Homework4/Google classroom, Tapestry, Seesaw or learning folders on the S drive.
- Teachers should endeavour to set work equivalent in length to the length of a lesson as scheduled on their normal timetable and be available during scheduled lessons to answer any questions pupils may have via the previously agreed platform, such as school email/zoom chat/google classroom. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- Provide pupils electronically with the resources required to complete the tasks set, as well as any suitable, brief homework (in-line with the published homework timetable).
- Mark and feedback to pupils in accordance with guidance provided by their line manager.

- As much as possible, use the usual rewards (house points) and verbal praise, as well as warning individual students about not submitting work. Email the pastoral team/SLT if you have any ongoing concerns about student welfare/standard of work.

Heads of Faculty/Subject expectations:

- Regularly communicate with staff whom they line manage to provide support/guidance and identify/forward any potential concerns early on.

SENDCo/Pastoral/Nursing team expectations:

- Connect with parents and/or students who receive one-to-one support, during their usual allocated time, to check how they are coping with their home learning.
- Provide staff with guidance/feedback as necessary.

Parent expectations:

- Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.
- Contact the school if there are any concerns using the following email addresses.
smagnusson@talbotheath.org (Public examinations – Mrs Magnusson)
akaranja@talbotheath.org (Pastoral concerns – Mrs Karanja)
kmcdonald@talbotheath.org (Head of KS4 – Mrs McDonald)
ncorlett@talbotheath.org (Head of KS3 – Mrs Corlett)
nurse@talbotheath.org (Medical queries and concerns/advisory service only - Nurse Stocker)

Additional ICT support:

The TechTeam is providing specialist support to staff to help facilitate the delivery of meaningful teaching and learning.

Ongoing support and advice is available at:

techsupport@talbotheath.org

Further guidance on using online tools:

Available tools to enrich home learning include:

- **Google classroom**
- **Homework4**
- **Zoom, ShowMe, Educreations**
- **School subscribed software and platforms e.g. Kerboodle, ActiveLearn, Doodle Maths, Literacy Planet**
- **BBC Bitesize, YouTube**
- **Quizlet and Kahoot**

Collaboration - many students and staff will find working from home a challenging experience, without the opportunity to collaborate with their friends and colleagues. The use of online forums can give individuals an environment where they can work together, swap ideas and answer questions.

Email - To help manage the volume of electronic communication being received, individuals should consider whether they need to “reply all” to an email message, as well as remembering to set “out of office” notifications, when they need time to teach or it is outside of their normal working hours.

Feedback - students can continue to receive feedback through online annotation of documents, along with audio feedback, whilst teachers can track their progress and see where support is required.

Safeguarding

Specific additions to note:

- Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons is between the teacher and the pupils alone.

- Size of groups for home learning: There is some potential for an increased level of risk around one-to-one electronic meetings with pupils, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in school (e.g. appropriate standards of dress and behaviour), the option for the teacher to use “audio-only” chats on platforms such as Zoom.
- Making use of “Settings” options in applications which allow for virtual backgrounds to be set to aid privacy.
- Staff registering for any software/platforms, must do so with their school Gmail address.
- Guidance for Staff on the use of a variety of platforms/apps are available from the TechTeam

Zoom meetings:

The **Children’s Commissioner** has provided the following advice in relation to the safe use of Zoom

- Lock your classroom: if your class has started and all your pupils have arrived, you can lock your classroom, so that no one else can join
- Virtual waiting rooms: this feature lets staff check who each person is before allowing them entry. There is a setting to let known-students skip the waiting room, so staff don’t have to manually admit 20 pupils every time
- Screen sharing: Make sure your pupils don’t take control of the screen and prevent them from sharing random content by limiting screen sharing, so only the teacher (host) can present to the class
- Junior School: lessons will use a variety of appropriate electronic platforms, as well as, pre-recorded video content.

Teaching Union guidance:

The Covid-19 pandemic created unprecedented challenges for the Education System and it is essential to ensure that arrangements which are established by Talbot Heath to work remotely to deliver the curriculum are fair and manageable for staff and, as far as possible, meaningful and equitable for pupils.

Marking and feedback: Staff should endeavour to provide some, meaningful feedback to their pupils, although it is accepted that this will not be the same as the feedback which they would normally have been able to provide in the classroom environment.

Assessment of student work: Professional judgment should be used to decide which assessments will be useful to pupils and their teachers during the period of remote teaching.

Pastoral support and Safeguarding: It is essential that Staff continue to be aware of the wellbeing of their students and report any concerns to the Pastoral Staff using the designated email contacts. Under no circumstances should a member of teaching staff make personal contact with students or share personal contact details. Similarly, line managers should monitor the well being of staff for whom they are responsible.

Data protection: Online lessons should not be recorded and staff should be mindful that the General Data Protection Requirements (GDPR) still apply.

Use of technology: Individual circumstances are likely to impact upon the use of technology to deliver lessons and staff should be mindful that pupils may be in different time zones or unable to be online, due to family circumstances outside of their control. The use of a variety of resource formats, electronic and physical, would be prudent, as would a reduction in the expectation of the volume of work produced by an individual.

Workload: Talbot Heath recognises that staff are likely to be experiencing different pressures relating to their teaching, whilst delivering their lessons remotely and as such accept that there is the need for some flexibility in how lessons are delivered to students, progress through schemes of work and the amount of marking/feedback which is possible.

2. Remote teaching for staff who are in self isolation

Teaching staff may be required to continue to self-isolate for a period of time following the lifting of governments restrictions/lockdown. During any such period, the School will ensure that their lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

If a member of staff is still required to self-isolate, they are expected to:

- Follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.
- Additionally, they should mark work and give feedback remotely as much as is possible/practical

3. Remote learning for pupils who are in self isolation when the school is open

If a pupil is required to self-isolate but they are well, it is essential that they continue to access their education. During any such period, the School will make sure that education is provided remotely (online) so no-one need fall too far behind. This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

Pupil/Student expectations:

- Pupils should retain the structure of their school day, as much as possible, using their iPads, or parent approved devices to log-in to virtual lessons, assemblies and tutor periods at the correct times.
- Check Homework4/Google classroom, Tapestry or Seesaw to access posts/resources from their subject teachers
- Complete all set work and, if requested, submit it for checking.
- Use the designated means, such as school email to communicate with their teachers and ask questions if they do not understand or require help.

Teacher expectations:

- It is recognised that teachers will be delivering their normal timetabled lessons and may be teaching classes for most of the day.
- Any electronic resources used in a lesson, including work sheets or PowerPoints used, should be shared with absent pupils. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.
- It may be possible to zoom pupils who are isolating/working remotely, although this should not be expected.

Parent expectations:

- Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.
- Contact the pastoral team if there are any concerns.

Related Policies:

This document should be read in conjunction with the following:

- GDPR Policy
- ICT, mobile equipment and digital citizenship Policy
- Safeguarding Policy