

BISHOP'S HATFIELD GIRLS' SCHOOL

REMOTE LEARNING POLICY

Date of last review: Spring Term 2021

Date of next review: Spring Term 2022

Approved by Governors: 3rd March 2021

1. Rationale

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. It also provides a guide to staff regarding the expectations of remote learning provision. It will be published on the school website for any interested parties to view.

For details of what to expect where individual pupils are self-isolating but school remains open, please see Section 15 of this policy.

2. Scope of this policy

This policy only applies in cases where restrictions are in place due to national or local guidance from the government and the school cannot operate in the normal way. The restrictions in place relating to the Covid-19 pandemic are an example of such a circumstance. If the school is operating normally and a pupil is absent from school due to illness or other reasons then the expectation is that subject staff will liaise with that pupil regarding completion of work at home or catching up on their return. If a pupil is absent from school due to illness then generally they would be considered too unwell to work and so it would not be desirable to expect them to work remotely at home. For longer term absences pastoral staff will liaise with parents/carers regarding individual expectations. There are separate procedures in place for where a pupil may be working at home due to an exclusion from school.

3. Aim

The aim of this policy is to provide guidance in relation to how the school can provide continuity of education to its pupils in the event that they have to work remotely at home.

4. The remote curriculum: what is taught to pupils at home

The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more and are able to understand and apply this knowledge. Remote education is one way of achieving this, and we aim to teach the same curriculum remotely as we do in school wherever it is possible and appropriate. Everything we know about what a quality curriculum looks like still applies. Careful sequencing ensures that pupils obtain the building blocks they need to move on to the next step. We are determined that home learning will still provide all of our pupils with the full opportunity to access our broad, balanced, and ambitious curriculum.

However, there may need to be some changes. There may be some occasions where faculties feel the need to adjust their curricula. Some things are harder - or indeed impossible - to teach remotely, and teachers will make a professional decision about postponing this learning until pupils return to school. This may include practicals or group work activities.

Staff may also use home learning as an opportunity to enrich, broaden and engage pupils in topics or ways of working that may not be so easy in the usual structure of the school day.

5. Remote teaching and study time each day

We expect pupils to follow the routine and structure of their normal school day, and to be present 'live' in lessons as much as possible. We expect that remote education (including remote teaching and independent work) will take pupils broadly the same number of hours per day as a usual day. Where government guidelines stipulate a minimum number of hours of remote learning then we will adhere to this guidance as a minimum.

Some additional homework tasks may be set for pupils to complete after the school day has finished for pupils in Years 10 to 13. For Years 7-9, homework will be set infrequently, and if it is set it will serve more as an opportunity for extension. We are aware of the drawbacks of asking pupils to spend all day online and then asking them to spend more time online in the late afternoon completing homework tasks.

6. Accessing remote education

The school uses the online platform 'Google Classroom'. Teachers will be setting work for each lesson on their Google Classroom page, and pupils should complete each lesson in the usual order. We expect all pupils to log onto their Google Classroom page for each subject and to complete the tasks set. Google Classroom also allows teachers and pupils to communicate on the live stream, and to provide live video or audio feedback and instruction on 'Google Meets'. Pupils can also hand in work on Google Classroom, and teachers can return this work and provide feedback.

Teaching staff may also use Zoom, or other school approved online platforms, to host live video or audio lessons.

7. Barriers to online access

We recognise that some pupils may not have suitable online access at home. Pupils who do not have access to laptops or chromebooks are able to borrow a school device for the duration of the home learning period. All borrowed items must be looked after and returned and any damage reported to the school. In general, pupils should not be accessing and completing school work using a mobile phone. Using a laptop or chromebook makes accessing and navigating the work a lot easier and the quality of work produced will be considerably improved. Studies also show that pupils who access work using their phones are much more likely to be distracted from home learning tasks.

Parents without fixed broadband at home are encouraged to participate in the government's scheme to temporarily increase mobile for pupils who need it for home learning. These data increases are for children and young people who do not have fixed broadband at home, cannot afford additional data for their devices and/or are experiencing disruption to their face to face education. Full instructions have been provided to parents who wish to take up this support.

There will be individual circumstances and occasions where pupils will be unable to access or submit work to teachers via an online platform. Teaching staff will communicate with pupils, should this be an issue, to agree a separate way of working. In exceptional circumstances, home learning packs will be sent home to complete work off-line. We recognise that any such arrangement is a temporary measure, and online access will need to be resolved going forward. A school place will be offered for any pupil who has a persistent problem with accessing work online.

8. Remote learning teaching strategies

‘Variety’ is the key approach here to teaching any child. We know that pupils learn in different ways, and there are significant mental and physical health implications if pupils are expected to complete online learning in front of a screen for hours everyday. All teaching staff are kept abreast of all current research about the most effective approaches to home learning. The EEF [evidence review](#) and Ofsted’s short [guide](#) are both particular pieces of sound guidance that teaching staff are familiar with.

The quality of teaching is far more important than how lessons are delivered. Pedagogy is far more important than the medium, in other words it is the approach used rather than the tools that makes the most difference. The key principles of effective remote learning that should be present are:

- a carefully sequenced curriculum
- clear explanations and expectations
- scaffolding
- strong subject teacher knowledge
- well planned methods of giving feedback and allowing collaboration between peers
- identifying misconceptions beforehand because it can be harder to assess pupil understanding immediately
- encouraging interactivity
- supporting independence

Teachers will use both a mix of recorded ‘synchronous’ (live) teaching and independent ‘asynchronous’ teaching (when material is prepared by the teacher in advance and accessed by pupils later). This will include a mix of live written class comments, video and audio lessons, or recorded sections of lessons.

9. Engagement and feedback

We expect all pupils to follow the routine and structure of their normal school day. Pupils being live in the lessons allows for communication and support to be given by their teacher. Pupils should be encouraged to work as independently and as normally as possible. Staff will be encouraging pupils to work in their exercise books or folders as they would normally - not all work needs to be completed electronically.

Parents should support their children as much as possible during home learning. Some pupils struggle with the independence given to them during the remote learning period. Our recommendations are that parents should:

- help prepare pupils for learning - for example by finding pupils a suitable, quiet place for extended periods of study, and encouraging them to take regular breaks away from screens.
- help students own their learning - students should be encouraged to be independent. Parents should provide support and encouragement, but should also expect their children to do their part, e.g. by having their daily timetable in front of them, by persevering with tasks that present challenges.
- speak to their child regularly about their learning. Checking in with children to see how they have processed the instructions that they have received from their teachers helps them to organise themselves and set priorities.

- keep checking their child's Go 4 Schools account so they are aware of House points that are being given for good home learning, or for concerns from teachers where pupils are not accessing work.
- contact the school when it is needed. For a question or concern about a particular subject parents should contact the subject teacher, or for an immediate wider concern they should contact their child's Head of Year.

10. Monitoring

Staff will aim to check pupils' engagement daily. Subject teachers check engagement each lesson, and ensure that concerns are logged. Staff also award House Points to acknowledge good engagement or good quality of work.

As noted above, parents are also encouraged to monitor their child's progress in school by logging onto their child's Go 4 schools account regularly. Go 4 Schools will also automatically generate an email at the end of the school day if staff have recorded that pupils have not engaged with their work, or have not completed a piece of classwork.

The school will conduct regular monitoring of engagement in order to identify any individuals who are failing to engage with their learning across their subjects. This will be followed up through welfare calls by the Heads of Year. This monitoring will also help the school to identify and reward pupils who are performing particularly well in their remote learning.

11. Assessment

Feedback can take many forms. It is as important remotely as it is in the real classroom. Staff will be regularly checking pupil progress and understanding in lessons through a variety of ways - for example through low stakes quizzes, hosting discussions on the stream, providing written feedback on marked work.

Staff will not be expected to mark or provide feedback on every piece of work, as they would not do so in a 'real' classroom. Faculties will be providing feedback with the same regularity they would if the school were operating normally. How often this occurs will be in line with each faculty's marking policy.

12. Behaviour expectations

As a general rule, pupils are expected to adhere to the same standards of behaviour online as they do whilst they are at school. Pupils and parents should make careful note of the Online Safety Policy, Code of Conduct and Behaviour for Learning Policy. All users should remind themselves of the terms of the ICT Acceptable Use Agreement. If a pupil behaves in an unacceptable way whilst online then appropriate measures will be taken by the school.

In addition to our policies listed above, home learning may necessitate use of live video, audio or recorded sections of lessons. All staff and pupils must:

- wear suitable clothing – this includes others in their household
- be situated in a suitable living area within the home with an appropriate background.
- use appropriate language – this includes others in their household

13. Safeguarding

This section should be read in conjunction with the school's Child Protection Policy and Keeping Children Safe in Education. The principles set out in these documents continue to underpin the work we do to keep children safe.

Alongside any necessary updates to our Child Protection Policy as a result of government guidelines, the school will continue to protect pupils during the period of remote learning through the following:

- the DSL and safeguarding team will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to and during the period of remote learning.
- pupils who are vulnerable will be offered a school space where it is appropriate to do so.
- if vulnerable pupils remain at home, the safeguarding team and/or the Heads of Year or the school counsellor will arrange for regular contact with vulnerable pupils.
- all contact with vulnerable pupils will be recorded on CPOMS.
- the safeguarding team will continue to keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- all members of staff will continue to report all safeguarding concerns immediately.
- the DSL or one of the Deputy DSLs will always be available.

14. Additional support for pupils with particular needs

We recognise that some pupils, for example those 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 pupils in the following ways:

- teachers will plan using the principles of Quality First Teaching, to ensure differentiation, scaffolding and support is in place for all pupils so that they can access lesson materials.
- teachers will pay particular attention to the length of text used in lesson resources, the clarity of tasks and instructions. Live video or audio lessons will be an opportunity to repeat and reinforce instructions with written text.
- teaching assistants will continue to support individuals remotely by joining subject Google Classrooms.
- differentiated materials or activities may be provided by subject teachers.
- pupils with specific learning needs may be offered a place at school if it is felt they will cope better with some school staff report.
- pupils will be offered IT facilities so that they can access home learning effectively.

15. Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Teachers will ensure that lessons are posted on Google Classroom so that they can be accessed from home. Work will be a copy of the lesson/slide resources, perhaps with references to text book pages. Staff will not be able to significantly adapt lesson resources for pupils at home if they are delivering live lessons to the year group in school.

Although pupils may not be in school, they should follow the routine and structure of the normal school day so that they have access to the normal curriculum alongside their peers who are in

school. There may be some activities pupils cannot complete (for example practicals, group work activities) that will need to be re-scheduled or caught up when the pupil returns.

16. Pupil and staff wellbeing

We recognise that staff and pupils may face challenging personal circumstances during a period of national or local restrictions. Remote learning can place an additional burden on those involved and we will maintain a degree of flexibility and understanding in order to protect the wellbeing of all members of the school community. This may involve staff or pupils being encouraged or permitted to take a break from live lessons or ensure time is spent away from a screen.

17. Evaluation

On a regular basis the Senior Leadership Team will analyse information relating to remote learning. This will be used to evaluate the effectiveness of the systems in school and to allow constructive suggestions for improvement to be made by staff, parents and pupils. The Governing Body will review this policy and monitor its effectiveness. The policy will be available on the school website for pupils, parents/carers and staff and any other interested parties. The designated member of SLT with responsibility for remote learning is Deborah Hughes.

This policy should be read in conjunction with the following, all of which are available on the school website here [Policies](#):

- Teaching & Learning Policy
- Homework Policy
- Marking Policy
- Online Safety Policy
- ICT Acceptable Use Agreement
- Behaviour for Learning Policy
- Code of Conduct
- Child Protection Policy