
REMOTE LEARNING POLICY

Policy Reviewed and Adopted by the Local Governing Body

Date of Approval: September 2020

Date of Next Review: September 2022

Responsible Officer: Sarah Mitchinson

Assistant Head Teacher

The DfE is supporting schools to deliver remote education by ensuring pupils have access to the resources and devices they need. More information about the support available can be found in our [article](#).

In the event of this policy needing to put in to practice a full staff briefing / training session take place to fully explain policy and procedures

Staff training to take place 29/09/2020 (full policy will be sent out prior to this for staff to read and digest)

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Statement of intent

At Eggescliffe we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to students' education and the delivery of the curriculum.
- Ensure provision is in place so that all students have access to high quality learning resources.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Provide guidance in the event of any 'blended' provision where some students will be at school while others are at home
- Protect students from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

1. Legal framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Equality Act 2010
 - Education Act 2004
 - The General Data Protection Regulation (GDPR)
 - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
 - Data Protection Act 2018

- This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2020) 'Keeping children safe in education'
 - DfE (2019) 'School attendance'
 - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - DfE (2018) 'Health and safety for school children'
 - DfE (2016) 'Children missing education'
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

- This policy operates in conjunction with the following school policies:
 - **Child Protection and Safeguarding Policy**
 - **Data Protection Policy**
 - **Special Educational Needs and Disabilities (SEND) Policy**
 - **Behavioural Policy**
 - **Marking and Feedback Policy**
 - **Curriculum Policy**
 - **Assessment Policy**
 - **Online Safety Policy**
 - **Health and Safety Policy**
 - **Attendance Policy**
 - **Staff Code of Conduct**

2. Roles and responsibilities

- The **governing board** is responsible for:
 - Ensuring that the school has robust risk management procedures in place.
 - Ensuring that the school has a business continuity plan in place, where required.
 - Evaluating the effectiveness of the school's remote learning arrangements.

- The **headteacher** is responsible for:
 - Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
 - 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.
 - Overseeing that the school has the resources necessary to action the procedures in this policy.
 - Reviewing the effectiveness of this policy on an **annual** basis and communicating any changes to staff, parents, and pupils.
 - Arranging any additional training staff may require to support pupils during the period of remote learning.
 - Conducting reviews on a **weekly** basis of the remote learning arrangements to ensure pupils' education does not suffer.

- The **health and safety officer** is responsible for:
 - Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **headteacher**.
 - Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
 - Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
 - Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

- The **DPO** is responsible for:
 - Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
 - Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
 - Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
 - Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

- The **DSL** is responsible for:
 - Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
 - Liaising with the **ICT Support Team** to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
 - Identifying vulnerable pupils who may be at risk if they are learning remotely.
 - Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the **headteacher** and other organisations to make alternate 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 Ensuring all safeguarding incidents are adequately recorded and reported.

- The **SENCO** is responsible for:
 - Liaising with the **ICT Support Team** 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, and liaising with the **headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
 - Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
 - Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

- The **ICT Support Team** are responsible for:
 - Ensuring that all school-owned devices used for remote learning have suitable protection software installed and safeguarding measures for filtering web content, that users are provided with a secure storage area for their work, and that devices have suitable audio and video functionality to be used as and when required.
 - Ensuring that any systems and software used for remote learning is designed to effectively support a large number of users at one time.
 - Working with the **SENCO** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

- Staff members are responsible for: (see resources and method of delivery for more detail related to delivery of lessons)
 - Adhering to this policy at all times during periods of remote learning.

- Reporting any health and safety incidents to the **health and safety officer** and asking for guidance as appropriate.
 - Reporting any safeguarding incidents to the **DSL** and asking for guidance as appropriate.
 - Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment, software and systems.
 - Provide paper copies of all work where requested
 - Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the **headteacher**.
 - 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 to her/his classes. Note that illness in these cases will be treated as normal with back to work discussions conducted remotely if required.
 - Adhering to the **Staff Code of Conduct** at all times.
- Parents are responsible for:
 - Adhering to this policy at all times during periods of remote learning.
 - Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
 - Reporting any technical issues to the school as soon as possible.
 - Ensuring that their child always has access to remote learning material during the times set out in paragraphs [9.1](#) and [9.2](#).
 - If remote equipment is not available parents must inform the school so that paper copies are made available
 - Reporting any absence in line with the terms set out in paragraph [9.6](#).
 - Ensuring their child uses the equipment and technology used for remote learning as intended.
 - Pupils are responsible for:
 - Adhering to this policy at all times during periods of remote learning.
 - Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
 - **Essentially students will follow their school timetable and access lessons at home**
 - Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
 - Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
 - Ensuring they use any equipment and technology for remote learning as intended.

- Adhering to the **Behavioural Policy** at all times.

Student procedures for remote learning

- In the event of students being sent home for a number of days / weeks then remote learning will take place.
- Students must:
 - Follow their usual school timetable. PE lesson may be different and will not necessarily take place (check Satchel).
 - Log into Satchel 1 every day to check what learning is being planned for the following day. **All lessons will be live on teams unless stated on Satchel 1**
 - Log into Teams everyday
 - Every lesson will be live unless there is a message on Satchel 1 to direct students to work on another format.
 - Adhere to all behaviour expectations when accessing Teams or any other live lessons (see behaviour expectations).
 - Participate fully in all live lessons and complete work to the best of their ability.
 - Inform the school if they have trouble accessing live lessons (parents may need to email or phone the school).
 - Live learning will be available from the point of students being sent home, and can be accessed the same day
 - The curriculum accessed by students will be the same as if a student were attending school, but may be reordered to account for available equipment etc.
- Please consult the step by step guides to help with
 - Logging into emails
 - Accessing Satchel
 - Accessing Microsoft Teams
 - Behaviour expectations

What to do if you have no internet access or device to work on

- If possible inform the school prior to any lockdown of any internet access issues
- Make sure your parents inform the school of any internet or device issues if you are put into lockdown (Parents will be sent a letter informing them of this)
- If internet fails during the school day then inform the school as soon as possible

Access to email (forgot email address or password)

- Students must have access to their Microsoft 365 account
- They are given their email address and password at the start of each year and should have this recorded in their planners

- If students forget their email address or password they must phone the school (or parent phone and student must be present) and ask for the IT department to reset their password
 - School number: **01642 352570**

What to do if I share devices at home

- The school appreciates that some families may have more than one child needing internet and device access.
- Using your mobile phone may be an alternative in the short term
- Teachers will be flexible in terms of completion dates – please let your teachers know if you are sharing and are accessing the lesson at a later time

Behaviour during remote learning

Using TEAMS

It is essential that students uphold our values of READY, RESPECTFUL and RESPONSIBLE if the need arises that lessons take place on a virtual platform. In practice, this means:

BE READY:

- Ensure that you are ready to begin the lesson promptly.
- Ensure that your microphone is on mute.
- Turn your camera off when instructed to do so.
- Have any necessary equipment/resources – this may involve accessing material from Satchel 1/TEAMS.

BE RESPECTFUL:

- Contribute **at the request of the teacher** either verbally or through the chat feature.
- Show patience as this is a new way of learning for everybody.
- Display respect and courtesy towards everyone partaking in the lesson.

BE RESPONSIBLE:

- Use your/the school's IT equipment responsibly.
- Give your best effort in the lesson and beyond by completing any subsequent tasks – own your learning.
- Ensure that you raise any concerns with your class teacher/tutor regarding problems with or misuse of the online learning platform.

Failure to adhere to any aspect of the above code of conduct will lead to sanctions being issued.

Students who display our core values whilst accessing online learning will be rewarded through the e-praise school system along with the possibility of subject rewards, head teacher recognition and special prizes for those who display an excellent attitude towards their studies.


Procedure for log into Satchel

Logging in for the first time

If you have been given a PIN, follow the steps below. You can only use this PIN once to create a password and then it will expire.

Login [Forgot password?](#)

I already have an account
 I don't have an account yet

I'm not a robot  reCAPTCHA
Privacy - Terms

1. Go to www.satchelone.com or open the mobile app
2. Click Log in with PIN option
3. Search for your school (by name, Egglecliffe School, or postcode TS16 0LB)
4. Type in your school email (surnameinitialyearofstart@egglecliffe.org.uk eg BloggsJ20@egglecliffe.org.uk)
5. Enter your PIN
6. Tick "I am not a robot" and complete any security tasks if necessary
7. Click *Submit*

8. On the next screen, confirm your email address.
9. Choose and confirm a password
10. Press *Update details*

💡 Your password must include at least 10 characters, a digit, a lower case, uppercase letter and a special character. 💡

Your account is now set up and you will no longer need a PIN. From now on you can access your account using your email and password.

Forgot your password?

If you have an email address linked to your student account, you can request a new password to be sent to [your email address](#).

Common questions

Q: My PIN has expired. What should I do?

You only need your PIN if this is your first time logging in. If you already have an account, click on '*Forgot password*'.

If your PIN expired before you managed to create your account, please ask your school for a new PIN.

Q: My email address was not recognised. What should I do?

If your school email address wasn't recognised, this means we don't have your address on file just yet. Here's what you can do:

- [Ask your parent for a new PIN](#). They can view this in *Settings > Student management*.
- Contact your Head of House for help.

Still having trouble logging in?

Please contact your Head of House for further assistance.

Procedure for log into Microsoft Teams

Getting logged onto your lessons in Microsoft Teams.

To get started you will need to know your school email address and login
(surnameinitialyearofstart@egglescliffe.org.uk)

(BloogsJ15@egglescliffe.org.uk)

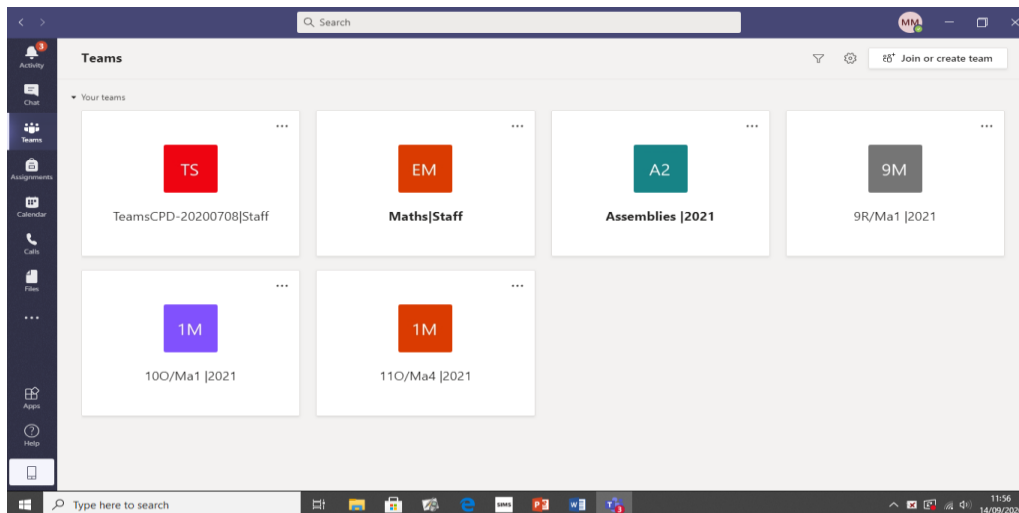
You can get started in FOUR ways

3. You can access teams from the school website; student page and then click the TEAMS tag
4. Your teacher will email you a link to your class team
5. You can download the app and login with your school email and password
6. You can go to teams.microsoft.com in the web browser



Once you have logged on you will see your Teams homepage and this will show you all of your classes.

Every class you are in at school will have its own Team.



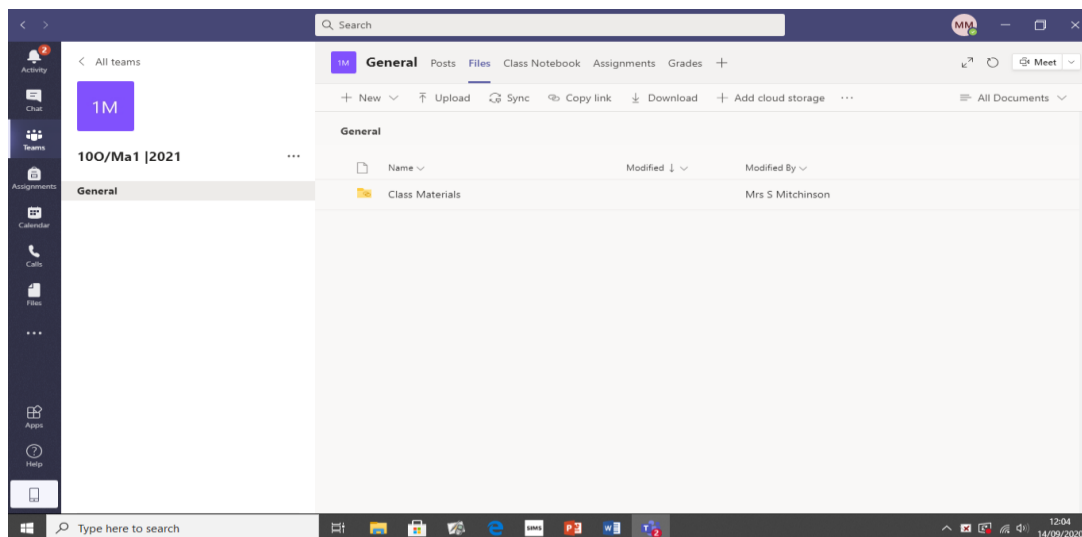
To join your lesson select the class you have at that time. Your teachers will remind you when Live Lessons are taking place with reminders and links from Satchel One (ShowMyHomework).

To return to the home page with all of your classes, select **Teams** at any time.

Once in your 'Class' you will be in the General section and can ask questions in the **Posts** function.

The Tool bar across the top of your 'class' allows you to access things your teacher may be setting

- **Files** – will contain notes and powerpoint which you can read and view or download and edit
- **Assignments** will contain assessments, classwork and homework – Homework will also be set on Satchel One.



When you join a lesson it will be called a 'meeting'.

Make sure your **audio is on mute** and your **video is turned off**.

These are found at the bottom of your Teams screen.

If you have any issues getting to your class speak to your subject teacher.

If you are having issues with your email address and login speak to your form tutor.

3. Resources / methods of delivery

3.1 Delivery Method

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, using Microsoft Teams to deliver live lessons, and using Satchel One to support where necessary
- Staff and students will follow their existing timetable
- Assessment and feedback will continue, using digital technology to aide this process where possible

3.2 Internet access

- Students and teachers are expected to have 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.
- Tutors will be asked to do an audit with their tutor group to ascertain and pre-empt any issues
 - SLT will endeavour to provide internet access and device access to students who do not have access
 - They may be given
 - Loan of internet dongle
 - Loan of laptop or another device
 - Be given paper-based work to complete via Satchel
 - Paper based work will be sent home or collected at school
- Staff will be regularly informed of which students require paper based work and method of delivering work

3.3 Live Lessons

- Where live learning is applicable the following ‘Live Learning Definitions’ are applicable (not exhaustive)
 - Live Microsoft Teams lesson
 - Pre-recorded Teams lessons
 - Pre-recorded powerpoint with audio by teacher or teacher within the department
 - You tube lesson by teacher/departmental
 - ***During live lessons teacher may play a pre-recorded lesson or direct students to work and still be available to answer questions via Teams***
- School specific Microsoft Teams Guidance can be found on Sharepoint > Team Site > Guides > Remote Learning > Microsoft Teams – Step by Step or Microsoft provided video training is available from <https://support.microsoft.com/>
- **Full step by step guide to using ‘Microsoft Teams’ is attached to this policy**
- Teachers should use live lessons checklist before each session to ensure they prepared (see appendix)

3.3.1 Live lessons checklist

| | |
|---|--|
| All lessons to be started via the Teams log in channel. Work needed may be uploaded to here or Satchel One. Lesson to start on time following normal timetabled lessons. | |
| Take the opportunity in the first live lesson to set expectations (see first lesson help sheet) | |
| Check internet connection before live lesson | |
| Review any resources | |
| If at home make sure no interruptions are going to take place | |
| Check background for anything you do not want to be visible | |
| Check all safeguarding in place | |
| Ask students to switch off their mic and video camera | |
| Use chat forum for questions | |
| If a student has not attended you may try to call them via Teams to join the meeting. If a students does not attend, please record on Sims as ‘online engagement’ NB – some students may be sharing devices; they have been told to inform you if this is the case and should not be given a behaviour tag. Some students may be ill this information will appear as a red flag on Sims – please do not issue a behaviour reminder. | |

First Teams lesson

- During the first live Teams lesson make sure all behaviour and learning expectations are discussed
- Inform students about:
 - The need to have their mic and camera off when instructed
 - Only using the chat forum for relevant questions to the teacher
 - Reinforce all other behaviour and effort expectations as necessary
 - Inform subject leader if any significant issues with any classes or individuals

3.4 Procedure for students who do not log on for live lessons

Teachers

- Teachers will be informed of any students who do not have internet access or students who will not be accessing their lesson
- Teachers must access Sims and put a behaviour tag against any students who do not log in
 - This must be done before the end of the day so the students can be contacted centrally
- Teachers should keep a record of students who miss work so they can catch up gaps in learning at a later date
- Teachers do not need to contact home for remote lesson non-attendance; this will be coordinated via a central system

Tutors

- Tutors during registration can reinforce the importance of remote learning
- Tutors may be able to use the opportunity to check if there are any issues
- Assemblies and other information to be shared at this point

Process for students persistently not accessing remote learning

| Stage | Action |
|-------|---|
| 1 | All teaching staff must record absence from online learning using the 'online engagement' entry on SIMS |
| 2 | Any student with 3+ entries for a day will receive a phone call from KH, CB, DW, CH or SEND Team. This will occur every day. |
| 3 | Weekly report informs of students with absence of 6 or more. Students will receive a letter applicable to their year group. |
| 4 | Any students remaining with 10+ points despite correspondence – HOH to contact home |
| 5 | Issues remain unresolved – SLT to contact |

Any SEND and vulnerable category students due to receive a letter regarding non-engagement will be authorised by CL and DW.

3.5 Live Learning For All Students - School Closure

Rationale

- Due to the nature of Covid and the ever changing requirements this section must be viewed as a working document, and subject to rapid change depending on DfE guidance
- Our guiding principles are steeped in ensuring the welfare and academic progress of students and supporting the welfare and workload for staff.
- Current DfE requirements (January 2021) stipulate that:
 - students should access a minimum of 5 hours of remote learning per day that includes teaching time and time for students to complete tasks and assignments independently
 - schools set meaningful and ambitious work each day in a range of subjects
 - schools provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - teachers provide opportunities for interactivity, including questioning, eliciting and reflective discussion
 - teachers provide scaffolded practice and opportunities to apply new knowledge
 - teachers enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - teachers use assessments to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities
- Eggescliffe School's approach to delivering live lessons will allow us to fully comply with all of these requirements

Curriculum Timing and Sequencing for full school closures

- From January 21 we aim to reduce live lesson time from 1 hour to 45 minutes in length.
- **The extra 15 mins of all lessons can be used to direct students to**
 - **Finish off tasks independently**
 - **Complete additional tasks**
 - **Watch supplementary videos to support learning (BBC bitesize; Oak Academy etc)**
 - **Assessments / quizzes**
 - **Revision (KS 4)**
 - **These extra tasks should be set to be completed within the 6 hour school day and not necessarily immediately after the lesson**
- This approach will allow us to meet the statutory requirements while affording the opportunity for students to take more frequent and longer breaks, allowing ample opportunity to take exercise, relax and spend time away from a screen and support their mental health and well-being throughout the school day

- This will support staff in mental health and well-being with a reduction in screen time, lesson time and allow for more frequent breaks throughout the school day
- The reduction in contact time will require subject leaders and teachers to discuss any potential curriculum resequencing, however this may not be necessary as content may be covered faster during remote learning and / or covered through any short additional tasks as highlighted above

Teaching Expectations

- **Teachers must:**

Deliver all lessons live via Teams (refer to live lesson definition)

- Be flexible and could set tasks so students are working independently and the teacher is available for questions
- Mark and give feedback (see feedback section)
- 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. Teachers do not need to contact for non-engagement, this will be coordinated centrally.
- The school will provide a range of training opportunities that teachers should access (see T&L section)
- If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or SLT
- Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also 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, Egglecliffe will ensure their workload is representative of the PT hours

3.6 SEND provision

- Staff must ensure that they still meet the needs of our most vulnerable students
- Their one page profile actions are still applicable and staff are required to meet these. As a minimum could staff ensure that powerpoints and resources are available on Satchel One and/or Teams.
- Visually impaired and hearing impaired students are at a significant disadvantage and it is vital that staff provide support in every way possible.
 - Provide the powerpoint/notes/resources
 - Increase font size
 - If showing a video clip ensure sub-titles are included or a transcript is provided
 - Ensure via questioning the student understands instructions and tasks
 - Immersive Reader is available on Microsoft Teams when a task is set using Microsoft Forms.
- The mental health and well-being of our students is paramount, this is even more evident for our SEND students and in current climate.
- Praise is a much better tool for all students, in particular SEND students. Could staff endeavour to minimise criticism of misunderstanding during this difficult time.
- Staff could consider
 - How TA's can become more involved in the lesson by using break out rooms on Teams, and offer support to students who would normally have access to a TA
 - TA's join the lesson/invited by teacher
 - Teacher completes subject input
 - Teacher assigns student(s) with SEND needs and TA to break out room within the lesson on Teams
 - TA and student(s) can unmute, chat, type etc
 - Teacher can drop in on this and help (student can still ask for help in main group)
 - The SEND Team will contact teaching staff in advance to let them know when they will be available to support in this way.

3.7 Live Learning for All Students Self Isolating – School Remains Open

Rationale

- The expectation is that all students who are well enough will access live learning in the same way:
 - This will include students sent home in a full class (bubble isolation).
 - Individual students sent home to isolate (close contact isolation).
- The rationale for this is to support staff well-being / workload while adopting the best approach available in relation to student learning.
 - This streamlines the process to reduce workload for staff to stop the duplication of setting work / creating additional work for home learners.
 - Students will have access to direct teacher input every day to minimise gaps in learning.
 - We are compliant with current law.
 - In difficult circumstances, staff are encouraged and supported to be as flexible as possible in a very challenging climate.

Teacher responsibilities

There will be three potential scenarios:

- The whole class you are teaching is isolating and you will have no-one in front of you in the classroom.
 - This is the easiest to manage and staff will teach virtually using Teams to the whole class.
- The majority of the class is isolating with a minority of students in school in your class.(see procedure below)
- The majority of students are in your class and a few students will join via teams (see procedure below).
 - Staff are expected to teach the students in front of them while the students isolating access Teams.
 - Students join the class via Teams – it is the student’s responsibility to access live learning.
 - The students must join the lessons on mute and no video.
 - They should raise the hand button used if help needed.
 - The teacher should:
 - Think about which resources might need to be accessed by isolating students and upload onto Satchel if needed
 - Set up Teams before the lesson starts (when the register is being taken).

- Leave students in the lobby until you are ready.
- Set up Teams so that you are sharing your screen with them (this is so isolating students will not see anyone in the class and only your screen. You can turn your camera to the whiteboard if needed to show working examples).
 - Admit students to the lesson.
 - Teach the lesson.
 - Allow students to work 'in class' or disconnect once the initial explanation has been given if applicable.
 - If a behaviour problem arises, teacher to mute their audio immediately, follow behaviour procedures and then continue with lesson.
 - If behaviour problems occur from isolating students then use professional judgement and remove them from the lesson and record on Sims.

Request the work from isolating students in the most appropriate way (e.g. hand it in on return, Satchel 1, quiz etc.).

3.8 Quality Assurance

The quality of teaching and learning will be very difficult to monitor during a prolonged closure. Eggescliffe have a history of demonstrating outstanding provision and thus QA will primarily be conducted by subject leaders in relation to the work being set.

Subject leaders should evaluate the quality of activities being set, the nature of any live lessons and the variety of lessons being taught. Direct feedback should be given to individual teachers with SLT being informed of any issues.

SLT will conduct a variety of quality assurance activities to further ascertain the consistency of provision. This may include:

- Microsoft forms analysis of provision
- Staff voice
- Student voice / learning conversation
- Join a Teams lessons to observe
- Review re-sequenced curriculum and assessment procedures
- Subject leader conversations
- Use the high quality T&L guidelines as a tool to QA teaching (see T&L section)

3.9 Teaching & Learning Strategies to support remote learning

Staff must be equipped at the start of the school year to prepare students for blended learning by

- Setting up teaching groups on Microsoft Teams will be completed by the ICT Support Team at the start of term.
 - For any new students or class moves, please can Subject Leader/teacher inform ICT Support Team of the move required on Teams
- Setting some homework through this platform to ensure all students are able to access and use it and therefore feel confident using this as a medium of learning in the event of a period of self-isolation or further school closures.
- In the event of further lockdown SL's in discussion with class teachers should evaluate current and upcoming topics/areas of studies to determine if these are the most appropriate for 'home learning'.
 - Swap certain topics which are suited to independent learning to support students ability to engage from home
 - This may mean postponing topics which will require
 - Additional text books
 - A high level of subject specific vocabulary/teaching that parents may be unable to support with
 - A lack of existing resources to support the delivery online
 - A practical based topic which is unable to be completed at home
 - The Curriculum Recovery planning document would be updated with these changes and SL's to inform all teaching staff within departments.
- Use the EEF recommended home learning approaches to plan a sequence of lessons to support self-regulation of learners
 - Activate: prompting students to think about what they have learnt previously will help them with their next steps of learning
 - Explain: explicitly teaching students strategies to use
 - Practise: Pupils practising strategies and skills repeatedly to develop independence
 - Reflect: Pupils reflecting on what they have learnt
 - Review: Revisiting previous learning after a gap
 - EEF Home Learning Planning Frameworks
 - https://educationendowmentfoundation.org.uk/public/files/Publications/Co-vid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf
 - Worked examples of planning frameworks
 - https://educationendowmentfoundation.org.uk/public/files/Publications/Co-vid-19_Resources/Resources_for_schools/Home_learning_approaches_Planning_framework_-_worked_examples.pdf
- Pixl Independence Frameworks can be used to support home learning providing a structure to develop independent thinking and learning skills

- www.pixl.org.uk (login: GC6780 password: 587active@WTM)
- Use of Pixl apps for Maths, English Literature, History and Geography to support home learning
- Please contact A.Smith for any specific training needs regarding Teams

High Quality Teaching Framework

*This **framework of eight components** is driven by research, collaboration and staff experience and represents a set of common features that, typically, produce high-quality teaching. These points are not prescriptive and should not be interpreted as a ‘tick-list’ style approach.*

Principals & Guidance Prompts

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|--|--|
| Retrieval and Retention | <p>Provide a Starter that recaps and reviews prior learning and consolidates knowledge.</p> <p><i>Does the Starter recap and review prior learning?</i></p> <p><i>Does the Starter pique curiosity and act as a hook for the upcoming lesson?</i></p> <p><i>How active are the pupils in terms of what is expected of them in the Starter?</i></p> |
| Purpose and Sequencing | <p>Explain the purpose of the lesson and how it fits into the bigger picture and wider scheme of work. Ensure all pupils are explicitly aware of the aim of the lesson. All pupils should be aiming for the same objective.</p> <p><i>Is there an explanation of the above? Could students describe its link to the previous lesson?</i></p> <p><i>Has the title of the lesson been framed around a question?</i></p> |
| High Expectations and Communication | <p>Ensure you ‘teach to the top’ with high and ambitious expectations and scaffolds provided.</p> <p><i>Are scaffolds provided where necessary?</i></p> <p><i>Are instructions and communication clear and concise?</i></p> <p><i>Is the language positive and encouraging?</i></p> |
| Knowledge and Deliberate Practice | <p>Ensure you are explicit about the core knowledge you are teaching to your pupils and how this will be built upon lesson by lesson.</p> <p><i>Are you explicit about the core knowledge and how this will be built upon lesson by lesson?</i></p> <p><i>Is this communicated to pupils during the lesson?</i></p> <p><i>Are pupils being given opportunities to practice subject-specific skills?</i></p> |

| | |
|--|---|
| Modelling and Questioning | <p>Ensure new material is presented in small steps and that you are explicitly modelling and showing pupils what 'success' looks like.</p> <p><i>Is new material presented in small steps, with modelling and allowing students time to question, and model for themselves?</i></p> <p><i>Is there probing questioning used to aid critical thinking and address misconceptions?</i></p> |
| Literacy and Reading | <p>Ensure there is an explicit focus on improving and developing vocabulary and literacy.</p> <p><i>Is new vocabulary introduced and explained?</i></p> <p><i>Do students have access to texts they may need to read?</i></p> <p><i>Is font size large enough for all students including those with visual impairments?</i></p> |
| Metacognition and Self-Regulation | <p>Ensure you are explicit in communicating and teaching effective learning strategies that pupils can adopt themselves at home. Ensure that, when ready, scaffolding is gradually removed to allow pupil independence.</p> <p><i>Do pupils have examples and templates of structures they can use at home to support their own learning?</i></p> <p><i>Do you direct or can students chose when to remove aspects of support and scaffolding?</i></p> |
| Feedback and Review of Learning | <p>Ensure feedback is clear, manageable, specific and targeted. Ensure formative assessment is acted upon and that you are constantly aiming to gain as much feedback as possible from pupils during the lesson. Ensure that a Plenary reviews information from the lesson.</p> <p>Do all students receive feedback? How do you ensure this happens?</p> <p>Is formative assessment acted upon? How are you aware of this?</p> <p>Is there a drive to gain as much feedback as possible from pupils during the lesson? Do pupils complete a self-assessment?</p> |

Remote Teaching Strategies to Support

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|--|--|
| Retrieval and Retention | <ul style="list-style-type: none"> • A 'Do It Now' Activity on the screen as pupils enter the lesson. • A link posted in the chat for a Microsoft Form quiz. • A quiz on Satchel One |
| Purpose and Sequencing | <ul style="list-style-type: none"> • A script at the start of each lesson which outlines the lesson focus, the purpose and how it fits into the wider scheme of work. • A clear 'explanation' slide acting as a framework for the online lesson and how it fits into the wider scheme of work. • Explicitly sharing supporting documentation on the Posts tab in Teams and consistently referencing this. |
| High Expectations and Communication | <ul style="list-style-type: none"> • Using the 'Ready, Respectful, Responsible' slide and explicitly communicating this as a reminder to students. • Using the Assignments function when setting work and asking students to submit work by the end of the lesson. • Using the Class Notebook to track student work during the lesson. • Ensuring instructions are clear and activities relate to a 'I do, We do, You do' approach • Upload resources so students can review or support SEND students who may need additional time – refer to one page profiles |
| Knowledge and Deliberate Practice | <ul style="list-style-type: none"> • Using a Knowledge Organiser. • Using Microsoft Forms to check for whole class understanding. • Using an editable Word Document in the chat so pupils can visually see annotations and modelled work. • Ensuring the core knowledge is summarised into a 'Knowledge Takeaway' slide at the end of each lesson as a way to recap and reiterate core knowledge. |
| Modelling and Questioning | <ul style="list-style-type: none"> • Using the hands-up function as a questioning tool for whole class understanding. • Using the whiteboard/visualiser/tablet function for live modelling. • Using the microphone and chat for questioning. Reduce opt out. • Using the chat to gauge pupil confidence levels within tasks and to know when they are complete. • Framing language to be positive and inclusive. |
| Literacy and Reading | <ul style="list-style-type: none"> • Referencing and reinforcing Key Words. • Using different models to explain the nuances of different words – vocabulary instruction model • Link to the VLE that students can access for resources and texts |

| | |
|--|--|
| Metacognition and Self-Regulation | <ul style="list-style-type: none"> • Focus on retrieval, quizzing and testing. • Explicitly model and use effective learning strategies to aid pupil's at home. You do not have to talk for 45 minutes! |
| Feedback and Review of Learning | <ul style="list-style-type: none"> • Using the feedback tools within Teams once work has been submitted. • Using the individual chat function for further support. • Ensure Feedback can be acted upon – simple animations, voice notes, Chat function and Microsoft Forms. |

Additional Information

Procedure for significant staff absence – unable to teach live lessons

Staff Testing positive

- Work should be set on satchel 1 and / or via Subject Leader (following standard illness procedure).

Staff Self-isolating but no symptoms – KS3 & 4

- Staff should prepare to teach all lessons live from home.
- A cover teacher will sort out IT equipment at the beginning of each lesson:
 - They will connect the laptop to the screen and set up.
- The teacher will set up their teams lesson in the usual way and call the cover teacher to join (there may be a slight delay while lesson is set up).
- 6th Form Procedure
 - Staff will need to link with their subject leader to organise a laptop from IT to be put into their teaching room
 - A student in the class will have to log onto Teams so that the class can access the lesson as no cover teacher will be available to do this
- **Procedure for the Teacher**
 - Start the meeting in Teams
 - Teach the lesson
 - Teach in the usual way – i.e. let the students get on with work, cover teacher can answer practical questions if needed, cover teacher will hand out resources etc.
 - **Teachers will still need to send in any resources that cannot be accessed virtually to the subject leader prior to the lesson.**
 - Ask the cover teacher to manage the work – i.e. collect the work, send books home with student etc.
 - If staff have IT issues during the lesson they should try to email work to subject leader / school office

- **Extenuating circumstances**

- There may be situations when staff are self isolating, not ill, but cannot deliver live lessons. If this is the case please contact Sarah Mitchinson, Neil Gittins or Lindsay Oyston to discuss a suitable alternative.

4. Marking and Feedback

Teachers are responsible for providing constructive feedback to their students in a timely and frequent manner on how students are to progress (DfE Jan 2021). Feedback can be facilitated using digital means and can be individual or whole class feedback as appropriate. Subject Leaders are responsible for overseeing the form and regularity of feedback, and will liaise with SLT to ensure consistency.

4.1 Assessment

- In the event of student isolation while the school remains open students should endeavour to complete any given assessments and follow the teacher instructions in relation to how the assessment is handed in (teacher may request the assessment is sent via email / teams or ask the student to bring back when the return to school)
- In the event of prolonged school closure
 - Assessments schedules may need to be reviewed along side any curriculum re-sequencing
 - We are obliged to continue to report progress to parent, therefore all assessment that inform data capture must be robust and be an accurate indication of student progress
 - An assessment completed at home may not be as accurate as one completed in class. If teachers feel the assessment completed at home is not an accurate reflection of student's progress then other relevant information may be used (eg formative assessments, class work, quizzes etc)
 - Subject leaders will liaise with teachers to ensure all assessments are accurate, valid and moderated for consistency
 - Staff should aim to embrace digital methodologies to deliver assessments eg
 - Digital mediums allow for a variety of responses that can supplement or replace any written assessment
 - Forms, Satchel, subject specific on-line platforms etc
 - Quizzes
 - Traditional exam based
 - Teachers are encouraged to experiment with other forms of delivering assessments remotely. Please forward any successful methods to S Mitchinson to share good ideas
 - Formative assessment should continue as normal to assess student progress, address misconceptions and intervene as appropriate

4.2 Verbal Feedback

- Staff should give an appropriate amount of verbal feedback during live lessons, responding to questions and any misconceptions that students may have.
- These may be individual or whole-class
- Teachers should endeavour to question students as appropriate, using the hands up functions, chat functions or unmuting microphones where requested.
- Please continue to refer to one page profiles when asking students to respond to questions remotely as some may require additional support with questioning

4.3 Written Feedback

- A more practical approach to written feedback can be adopted during live lessons to facilitate support of providing high quality responses and to ease staff workload
- The curriculum should be sequenced to identify when meaningful feedback should be given to ensure students make progress
- Staff can use digital technology to enhance feedback and ease workload
- Examples of delivery of feedback
 - Use of Microsoft Forms to question students; answers and incorrect answers can be formatted to provide instant individual feedback.
 - The 'response' section of Microsoft Forms can be used to support whole class feedback and establishing key areas of improvement
 - Microsoft Forms can be linked via 'Assignments' in Teams
 - Using the Rubric grid from Microsoft Teams
 - Satchel One can be utilised through quizzing. This has now been upgraded to provide options to allow more detailed analysis and easier processes for feedback through the 'Comprehension' tab once the quiz has been set and completed
 - Uploading completed tasks or photos of tasks via Satchel One or Microsoft Teams
 - Some staff are experimenting with Voice Notes, this is proving to be a very efficient and effective form of delivering detailed feedback
 - BBC Bitesize and Oak Academy – revision and quiz available with quizzes providing instant feedback
 - Departments may have developed additional strategies for sharing feedback, please let us know so we can continue to share best practice across the school
- Give regular praise via Satchel One, and continue to award epraise points, subject awards and Head Teacher recognition certificates

5. Online safety

- This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.
- Where possible, all interactions will be textual and public.
- All staff and pupils using video communication must:
 - Communicate in groups – one-to-one sessions are not permitted without SLT approval.
 - Wear suitable clothing – this includes others in their household.

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they are visible.
- All staff and pupils using audio communication must:
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute audio material without permission.
 - Ensure they have a stable connection to avoid disruption to lessons.
 - Always remain aware that they can be heard.
- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENCO**.
 - Pupils not using devices or software as intended will be disciplined in line with the **Behavioural Policy**.
 - The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
 - The school will consult with parents at least **two weeks** prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.
 - The school will ensure that all school-owned equipment and technology used for remote learning has suitable protection software installed and safeguarding measures in place for filtering web content, that users are provided with a secure storage area for their work, and that devices have suitable audio and video functionality to be used as and when 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
 - During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
 - Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
 - Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing internet access off the school premises and will not be responsible for providing protection software or safeguarding measures on devices not owned by the school.

2. Safeguarding

- This section of the policy will be enacted in conjunction with the school's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.
- The **DSL** and **headteacher** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The **DSL** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The **DSL** will arrange for regular contact with vulnerable pupils **once** per **week** at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on CPOMS and suitably stored in line with school policy
- The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits **must**:
 - Have at least **one** suitably trained individual present.
 - Be undertaken by no fewer than **two** members of staff.
 - Be suitably recorded on CPOMS so that the **DSL** has access to them.
 - Actively involve the pupil.
- Vulnerable pupils will be provided with a means of contacting the **DSL**, their deputy, or any other relevant member of staff – this arrangement will be set up by the **DSL** prior to the period of remote learning.

- HOY will also meet vulnerable students as required (usually in the first instance for those who do not have a social worker)
- The **DSL** will meet (in person or remotely) with the relevant members of staff **once per week** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the **DSL** immediately.
- Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

3. Data protection

- This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.
- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- 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** and retained in line with the **school policy**
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's **Behavioural Policy** or the **Disciplinary Policy and Procedure**.

4. Health and safety

- This section of the policy will be enacted in conjunction with the school's **Health and Safety Policy**.

- Teaching staff and **ICT Support Team** will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.
- If using electronic devices during remote learning, pupils will be encouraged to take a **five minute** screen break every **two hours**.
- Screen break frequency will be adjusted to **five minutes** every **hour** for younger pupils or pupils with medical conditions who require more frequent screen breaks.
- If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the **health and safety officer** or other relevant member of staff immediately so that appropriate action can be taken.

5. School day and absence

- Pupils will be present for remote learning by **9:15am** and cease their remote learning at **3:10pm** from **Monday to Friday**, with the exception of breaks and lunchtimes, as outlined in paragraph 9.2.
- Breaks and lunchtimes will take place at the following times each day:
 - Years 7, 8, 10, 13
 - Morning break will take place at **10:15am** until **10:30am**.
 - Lunchtime will take place between **12:30pm** and **13:00pm**.
 - Years 9, 11, 12
 - Morning break will take place at **11:15am** until **11:30am**.
 - Lunchtime will take place between **1:30pm** and **14:00pm**.
- Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents will inform the school no later than **8:30am** if their child is unwell.
- The school will monitor absence and lateness in line with the **Attendance Policy**.

6. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents about remote learning arrangements as soon as possible.

- The **headteacher** will communicate with staff as soon as possible about any remote learning arrangements.
- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.
- The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- Members of staff will have contact with their line manager **once per week**.
- As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with remote learning will be communicated to the **pupils' teacher** as soon as possible so they can investigate and resolve the issue.
- Issues with data protection will be communicated to the **DPO** as soon as possible so they can investigate and resolve the issue.
- The **pupils' teacher** will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
- The **headteacher** will review the effectiveness of communication on a **weekly** basis and ensure measures are put in place to address gaps or weaknesses in communication.

7. Monitoring and review

- This policy will be reviewed on an **annual** basis by the **headteacher**.
- Any changes to this policy will be communicated to all members of staff and other stakeholders.
- The next scheduled review date for this policy is **Sept 2020**.