REMOTE/ BLENDED LEARNING POLICY JANUARY 2022

INDIVIDUALS, SMALL GROUPS AND YEAR GROUPS ISOLATING

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Remote/ Blended Learning

The purpose of the information below is to provide all stake holders within our school community with an overview of our expectations, to support our remote learning strategy. The remote curriculum we provide will remain broad and ambitious for all pupils: pupils will continue to have access to meaningful and ambitious work in all of their subjects.

Intent:

In the event that an individual child or group of children are unable to attend school because they are complying with clinical and/or public health advice, work will be available that adheres to their current learning journey from all subjects. The work will be provided by their classroom teacher; in the event that remote access for a child proves difficult then alternative methods of receiving and submitting work is available.

Education is not optional: all pupils will receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. As a school we will offer immediate remote education that aligns as closely as possible with our in-school provision.

Implementation: *In the event that an individual pupil or group of children are isolating*

Work will be available from the classroom teacher and communicated from the first day of absence. Work from all lessons missed each day will be uploaded on to our school Share Point, accessed through the school website. All staff/ pupils have access to Share Point using their personalised log in. The work will be arranged into year group and subject specific folders with the work clearly labelled with the teacher name and date.

The content of the lesson will consist of the learning objective, revision/ retrieval task, modelling of examples as well as new content that is in line with the Department's curriculum journeys.

In the event that the classroom teacher is absent due to illness, work will still be available for pupil/s that are absent. The work will be able to be accessed within Share Point. The work will be arranged in to year group, and subject specific folders, with work clearly labelled with the teacher name and date of lesson taught.

Assessment and Feedback

There will be no live/ instant feedback available during the allocated lesson time for pupils that are accessing work remotely. Pupils are expected to contact their teacher via email or through Class Charts and the teacher will respond as soon as possible.

Pupils working remotely can be assigned homework via class charts which will be accessible in the same way as a student that is present in the lesson. Class charts should be used to set and and where requested submit homework so that pupil engagement in learning can be monitored. This will allow relevant actions to be taken by staff members in school from both an academic and pastoral perspective. Other

online platforms may be assigned as part of the homework collation (Pixl, SENECA, GCSE Pod, Kerboodle).

Communication of attendance

Daily attendance will be reported each day before 12pm to all staff from a designated member of the attendance team. It is the responsibility of all staff to open and read the attendance document each day. The list will contain information based on pupils whom will require paper copies work. The paper copies of work must be taken to the school reception by the end of the day and will be posted home.

Implementation: In the event that a year group is isolating

All lessons will be 50 minutes in duration and will include a 10 minute introduction to the lesson including registration; a 30 minute lesson and 10 minutes at the end of the lesson for assessment and feedback. Teaching staff will be present throughout the duration of the lesson.

Narrated Power Point

Teaching staff are expected to upload a 30-minute lesson with a minimum of 5 minutes narration in advance of or during the allocated lesson time. The Power Point must be saved within the Departmental and Teacher folders and clearly labelled with the topic and date.

Teachers are expected to take a register at the start of the lesson within Microsoft Teams with the chat, camera and audio settings switched off for pupils. The register will be taken by pupils actively utilising the 'thumbs up' icon to signal they are ready to access and utilise the narrated Power Point within the Remote Learning Portal. Staff will be expected to update their own internal register within the school's internal attendance tracking system.

After the register has been taken, the teacher must direct the class to the work being assigned to them for the lesson. Pupils may be unmuted within the 'manage teams' function to allow written responses to the teacher's information. The introduction to the lesson must be a minimum of 10 minutes allowing pupils to locate the work assigned and have the opportunity to directly ask any questions.

Staff are able to use the audio function to instruct pupils at the start of the lesson, in replacement of or as well as the chat function, after the register has been taken.

For the duration of the 50 minutes lesson, teachers will be available either on the 'live' channel or via email to answer any direct questions and support any misconceptions pupils may have. Since emails may not be responded to instantly; teachers are expected to respond as soon as possible. It is the responsibility of teaching staff to decide and share the preferred method with pupils after the register has been taken.

The final 10 minutes is solely dedicated to providing feedback and support pupils with current work that will then aid teacher planning for future lessons.

Teachers must mute the channel within the 'manage teams' setting when communication has ended with pupils for that lesson. At the start of the next lesson the channel can be unmuted to allow for communication managed by the teacher.

Pupils that have not engaged with learning at the start of each day (Period 1) will be contacted via a text message to parents. This will allow clear and open lines of communication with parents and carers to best support the engagement with online learning. In the event that engagement does not improve then a phone call will be made to explore any additional support that may be needed to the pupil.

Microsoft Teams

The delivery of a 'live lesson' to classes is on a voluntary basis from classroom teachers. Where 'live' lessons have been opted for the class teacher will adhere to the standard operating procedures for online learning (available later within the policy). A timetable of 'live' lessons will be tracked and monitored by Mrs. Cooper and will be updated and shared on the school website.

Teachers are expected to take a register at the start of the lesson within Microsoft Teams with the chat, camera and audio settings switched off for pupils. The register will be taken with pupils actively utilising the 'thumbs up' icon to signal they are ready to access the lesson within the Remote Learning Portal. Staff will be expected to update their own internal register within the school's internal attendance tracking system.

After the register has been taken, there will be an introduction from the teacher allowing pupils to locate the work assigned and have the opportunity to directly ask any questions.

The teacher and pupils are able to use the chat/ audio or visual functions to work through the lesson. Pupils may be unmuted within the 'manage teams' function to allow written responses to the teacher's information.

There will be 30 minutes of 'live' delivery of the subject's Power Point or practical element from the classroom teacher, discussing and explaining points of the lesson that they feel are beneficial to enhance working remotely. Staff are able to use the chat/ audio/ video function to aid the delivery of their lesson. This must be calendared by informing Mrs. Cooper in advance of the lesson. In the event that audio/ video is to be utilised a supporting member of staff (teaching or non-teaching) may also be participant in the lesson. This is at the request of the teacher to best support the delivery/ content of their lesson.

A copy of the Power Point will be uploaded into the chat or the Remote Learning Portal. It is of the up most importance that this information is clarified with pupils and that there must be no onward sharing of any content.

The final 10 minutes of the lesson, teachers will be available 'live' or via email to answer any direct questions and support any misconceptions pupils may have. Emails may not be responded to instantly; teachers are expected to respond as soon as possible.

Parents and pupils will be expected to adhere to our online behaviour policy, with our Class Charts system remaining in place, to communicate rewards and sanctions. The online Behaviour for Learning outline will be shared with all pupils so that expectations are clear in advance of the participation in 'live lessons' (available later within the policy).

Pupils that have not engaged with learning at the start of each day (Period 1) will be contacted via a text message to parents. This will allow clear and open lines of communication with parents and carers to best support the engagement with online learning. In the event that engagement does not improve then a phone call will be made to explore any additional support that may be needed to the pupil.

Students working remotely without ICT access

In cases where a pupil is not able to work remotely using ICT facilities, then all work will be provided as hard copies. This will be posted to the pupil's home address at the end of each day, starting from the first day of reported absence.

A teacher's expectation of work being submitted to be assessed still applies whilst working remotely, along with the school's marking policy. In the event that work is requested for marking and feedback and is not able to be sent electronically, this should be brought in to school on a pupil's return. This will allow relevant actions to be taken by staff members in school from both an academic and pastoral perspective. We will adhere to quarantine guidelines and public health advice relating to this method of submission of work.

Assessment and Feedback

Assessment: Pupils will be expected to send in completed work set by their teachers. Deadlines will be set with expectations made clear within the Microsoft Teams class or within the narration on the Power Point (share point). Pupils are expected to make sure that the work is handed in on time.

Feedback: Pupils will be provided with feedback from lessons and work completed in a variety of ways:

- Through self-marking quizzes/ tasks via online platforms
- Verbal feedback (live or recorded) to individuals or the whole class
- Written feedback to individuals or the whole class based on work completed

As with lessons in school, pupils will not receive substantial or individual feedback on every piece of work submitted. However, they will be provided with more detailed feedback on significant pieces of work in line with the scheme of learning. Pupils and parents should not expect that feedback will be given in every lesson.

Regular assessment will continue for pupils in all year groups in line with the learning journey. These assessments will follow a sequence of lessons and will be set by teachers adhering to the school's Marking and Feedback Policy (either every 3 or 6 lessons, depending on the subject).

There will be live feedback available during the allocated lesson time for pupils that are accessing work remotely using Microsoft Teams. For pupils accessing work through narrated Power Points feedback will be available via email through communication with classroom teachers. When feedback is being provided via email this may not be within the final 20 minutes of the lesson and teachers will be expected to respond as soon as possible.

Pupils working remotely can be assigned home learning via class charts which will be accessible in the same way as a student that is present in the lesson. Class charts should be used to set and where requested submit homework so that pupil engagement in learning can be monitored. This will allow relevant actions to be taken by staff members in school from both an academic and pastoral perspective. Other online platforms may be assigned as part of the homework collation e.g. Pixl, SENECA, GCSE Pod, Kerboodle.

The above is additional to our Home Learning Policy.

Practical Subjects

Within Core PE, GCSE Dance, Technology, Drama and Music teachers may provide videos within for their classes that will be shared either within the Microsoft Teams Class or uploaded onto Share Point.

Teachers of practical subjects may also request videos to be sent to them as part of the curriculum topic/ journey. In cases where this is required, a permission letter will be sent directly to parents from the classroom teacher.

Work (recordings) being sent into subject teachers will be expected to be uploaded onto One Drive. Mrs. Cropper our Safeguarding Officer will be an administrative account member as well as the classroom teacher of the folder.

Staff Absence

Staff members must call the Cover Manager as per normal procedure, in the event of illness or absence from work.

If the classroom teacher is absent due to illness, a duplication of the lesson for the absent teacher will be to be available allowing work to be available that is in line with the current learning journey of the class. This will be shared within Share Point by the Head of Faculty, in the first instance. If the Head of Faculty is the absent teacher then an assigned teacher will upload the work into Share Point.

The register of engagement for the lessons of absent staff will not be taken. However, communication with pupils/ classes will be made at the start of the day by the school to indicate where pupils can access the work for their lessons. This will be made by the Cover Manager using the announcement function in Class Charts. Pupils will be informed to complete the lesson assigned and to send completed work to their classroom teacher.

Special Educational Needs & Disabilities

Pupils with Special Educational Needs, such as those with an education, health and care plan (EHCP) may be considered vulnerable due to difficulties engaging in the remote provisions and therefore will be expected to attend provision in the school building.

In the event that pupils with SEND are not attending school then the school will make provision in order that pupils can successfully access remote learning. Questions regarding our SEND provision during home learning should be emailed to the SENDco

Further information is below to support our delivery of 'live' lessons through Microsoft Teams:

This guidance helps ensure that our students can successfully access and participate in our online delivery (relating to both their education and personal development) while being kept safe, facing minimal risk and with maximum protection always.

In the event that a member of teaching staff delivers a 'live' lesson that consists of audio / video, they may be supported by a member of non-teaching/ teaching staff within our school community. In the event that a teacher delivers a 'live lesson' using the chat style function then the support of a non- teaching/ teaching member of staff is not required, however, staff are able to support each other if they wish to do so. A timetable of 'live' lessons as well as lessons that encompass audio/ video will be kept and monitored by Mrs. Cooper. The timetable will feature dates, times, the teacher and the supporting staff member within the lesson (when audio/ video is used).

1. Preparing yourself for online teaching and learning

Ensure you have read and are familiar with these school documents:

- Safeguarding Policy
- Child Protection Policy
- Child Protection Guidelines
- Child Protection Procedures
- Staff Personal and Professional Code of conduct
- Student Behaviour for Learning Policy
- Anti-bullying policy
- Prevention of Radicalisation

2. General online communication with students

- Only download and use Office 365 software from a trusted source and guide students to do the same.
- Only use your authorised/registered St Paul's account for all communication with students. Neither teacher nor student should communicate using personal accounts

- Use a strong password and guide students to do the same.
- Use of Outlook, Teams and 'Share Point' is recommended for general online communication with students to maintain records and a consistent student experience.
- Ensure all communications use age-appropriate language and are related directly to the work of the school.
- There is no expectation that you will communicate with or reply to any students outside of school working hours.

3. Prior to Microsoft Teams/ 'live' lesson for teaching groups

- Follow the school timetable/students' normal day as closely as possible to maintain structure for the students and help them in the management of their work and time.
- Avoid ad-hoc meetings and public calls with students unless necessary.
- Set up all online lesson types as meetings on the Teams calendar. Confirm that that the invited attendees are intended members of each event and that the "meeting settings" are appropriate e.g. 'recurring', 'only one presenter' etc.
- Any 'external visitors' working with students should be approved by HR before any online lesson invitation is sent.
- Try to plan lessons that are teacher-led, interactive, logically sequenced and allow for assessment of progress. Well in advance of each lesson confirm that the intended content is relevant, age appropriate, adapted for online delivery and for all students including those with SEND. As there is no way of your students knowing what they are about to see on-screen, prepare to advise students about any content that may be upsetting.
- Carefully consider the students' potential environments (noisy, distracting) and access to IT (laptops, phones, limited/no Wi-Fi, sharing equipment with siblings). Consider whether your lesson needs adjustment to mitigate their circumstances.
- In case of an IT failure affecting the delivery of an online lesson (e.g. Teams platform offline) have work available that could be emailed to/downloaded by students.
- The default for ALL teams' meetings is that ONLY the Organiser can present and ONLY the Organiser is admitted to the meeting automatically.

4. During a Microsoft Teams/ 'live' lesson for teaching groups

- At the start of all online lesson types:
- Inform students that all or parts of the lesson will be recorded.
- Take a register and verify that all present are invited attendees.
- Share the online Student Behaviour for Learning outline
- Where there is no audio/ video (A/V) input to lessons this must be clarified and there must be no onward sharing of any content.
- Where there is audio/ video input to lessons the expectations of the teacher must be shared and there must be no onward sharing of any content.
- Remind all participants to be mindful of their security and privacy and to check their privacy settings and surroundings carefully. Remind attendees that no personal data should be revealed 'Chat' e.g. locations, phone numbers, email,

social media, and no request for such information should be responded to. Teachers must not divulge students' personal data either.

- Remind students that all 'Chat' input to lessons must be related to academic studies only and must follow the same principles set out in the school's Student Code of Conduct.
- Remind students that they must not have shared their meeting invitation or have forwarded it to anyone for any reason.
- You should, at the very least, record the sections of lessons which facilitate and enable any student who is absent or has limited or shared access to a device, to achieve the intended outcomes for that lesson. In principle, recordings should allow every student studying remotely to make the same or similar level of progress as those physically attending, notwithstanding that remote learners may not have the same opportunities to request additional support as those in the classroom.
- If recording does not take place than a copy of the Power Point with narration must be uploaded onto the Share Point for pupils to access
- Model the online behaviour you would expect your students to demonstrate, following the principles set out in online behaviour expectation
- Maintain awareness of the students' 'Chat' input during lessons, assessing for appropriateness and risk.
- Keep remote students online throughout lessons so they may request support, even if they are set separate work to those in the classroom. However, expect some students to temporarily leave the lesson should they face data/cost restrictions.
- Monitor student engagement, motivation and progress and be mindful of the safeguarding and mental wellbeing of your students, just as you would in the physical classroom.
- Ending a Microsoft Teams/ 'live' lesson for teaching groups
- Ensure that you use the "End Meeting" option and do not simply 'hang up'. If you 'hang up' you leave another attendee in control of the meeting and the recording.

5. Further Safeguarding considerations for online lessons

Students should be made aware that they can report anything inappropriate or upsetting that they see or hear during lessons to a member of the safeguarding Team at St Paul's.

Students should be made aware they can leave any lessons where something is deemed inappropriate or upsetting, but they must report this to the teacher immediately via email.

Students should be made aware that if they are struggling with online learning and need some advice and support, they should contact their Pastoral Lead in the first instance.

As the teacher you are expected to follow all school policies and procedures and operate online teaching and learning using the same principles you would in a classroom. Report safeguarding incidents or concerns in line with school policy and/or

if students break the Student Code of Conduct, handling all incidents as you would in an in-school classroom.

Standard Operating Procedures

Narrated and 'Live' lessons

- All staff have read the relevant documents and policies as stated on Page 7 of the policy
- Microsoft Teams invitations for pupils to attend a class must be set up 24 hours in advance of the allocated lesson time. This is needed for all classes for each teacher.
- The content of either a narrated or 'live' lesson will consist of a learning objective, revision/ retrieval task, modelling of examples as well as new content that is in line with the Department's curriculum journeys.
- Narrated Power Points and Power Points used within 'live' lessons must be uploaded in advance of or during the allocated lesson time.
- Teaching staff must register their class using Microsoft Teams, using the 'thumbs up' icon. Staff must update their internal class register within the School's attendance tracking system. This must be completed within the allocated time of the lesson.
- Pupils will be contacted in the event that attendance is a cause for concern via a text message to parents.
- Teaching staff should send names of pupils that are a cause for concern, if several lessons have not been participated in. A phone call will be made with identified pupils.
- Teaching staff must be available for contact for the duration of the allocated lesson time
- Teaching staff must share the way in which pupils can gain feedback and ask questions. Teachers must inform pupils whether this is within 'live' format or email for the final 10 minutes of the lesson
- Within 'live' lessons pupils will be expected to adhere to our online behaviour policy, with our Class Charts system remaining in place, to communicate rewards and sanctions.
- Classroom teachers must mute all participants either after the register has been taken (when narrated Power Points and emails are being utilised) or at the end of the 'live' lesson. Staff can mute and unmute participants when required. However, after each session has concluded all participants must be muted.
- There should be no one-to-one meetings between pupils and staff with cameras on
- Staff are expected to use their professional judgment regarding whether or not pupils (and themselves) have cameras on in lessons and should be guided by how comfortable they and others feel.
- Staff must wear professional clothing
- Any computers used should be in appropriate areas
- Teachers using the camera function must deliver lessons against a blank or blurred background with no personal items visible
- Staff are to remain alert for safeguarding issues and if they have a concern, they are to follow the school safeguarding procedures

Online Behaviour Expectations – Students

Students will be invited to participate in online lessons through Microsoft Teams. You will be held responsible for any negative behaviour as you would in a classroom environment. Disruptive or abusive behaviour will not be tolerated at any level during online lessons. On the extremely rare occasion, that disruptive behaviour becomes regular parents/carers will receive a call from school about you accessing lessons in the future. All lessons will start with the expectations of the lesson outlined by the teacher leading the lesson.

- All students must behave in a respectful, considerate and kind manner when they are accessing online learning.
- Students must not onward share any content from either the narrated or live elements of remote learning
- Students may only use their school email address to contact any member of staff and may only contact staff using a staff members school email address
- If you demonstrate behaviour that the teacher deems to be unacceptable or inappropriate the teacher will take the following action:

1. Warn you that your behaviour is unacceptable and that you will be removed from the lesson. If any other inappropriate comments are made you will be removed from the lesson. Staff will adhere to the school behaviour policy by logging the behaviour incident/ removal on Class Charts.
2. Remove/Delete the comment.
3. Parent must be contacted and informed that you were removed from the online lesson and along with reasons why. It must be agreed with the teacher that you are allowed back into the online lessons and rules agreed with parents, yourself and teacher.
4. You are expected to participate actively in lessons and complete tasks to the best of your ability. Teachers will provide encouragement and we expect you to try your very best. Positive points will be awarded on Class Charts.