The Hemel Hempstead School

Policy C57	Remote learning	
Approved by the Full Governing Body Delegated to the Standards Committee	Adopted: January 2021	To be continually reviewed whilst in working draft

This policy is in use as a working draft, as we adapt to the second lockdown and a full timetable online lessons

Changes since adoption are in blue

Contents

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Frequently asked questions

2.1 What should a child expect from immediate remote education on the first day or two of pupils being sent home?

- If your child is being individually sent home then their Head of Year will coordinate a pack of work for them - this will be a mixture of prepackaged independent work (i.e. SAM learning) and blended learning (see section 3).

- This will also be the case for children having to self isolate due to COVID-19

- If all children in the school, or a whole year group, or a substantial number of a year group bubble are sent home then remote or blended learning (see section 3) will be provided.

2.2 Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Yes, it is our intention, as far as humanly possible, to deliver a full five period timetable and follow the full curriculum and do so via blended or remote learning (see resection 3)

- In addition there will be a once weekly tutor time and online assemblies.

- All pastoral systems including counselling, mentoring, rewards and sanctions, House events, monitoring and interventions will continue as fully as possible.

- We recognise that our staff are also often parents and/or carers and that colleagues may have additional responsibilities at home which will need to be deconflicted and managed in partnership with the school.

2.3 How will you check my child is engaging and assess their work and progress?

- We can modify our normal attendance and progress tracking systems and will review both of these weekly and take tragetted and tiered approach to providing support where necessary.

- Teachers are experienced in using online and digital assessment for learning tools.

- Online lessons are visited by middle and senior leaders to support teachers, ensure quality and further monitor engagement.

2.4 How will you work with me to help my child who needs additional support from adults at home to access remote education?

- The SENDCo and their team will provide tiered and targeted support to these students and to their families according to their need.

2.5 What is the Library School?

- The Library school is an on site provision for:

  - The children of critical workers (as defined by the government) should they wish to take up a place because they cannot work from home

  - Those who are especially vulnerable (as defined by the government)

  - Those who we, working in aprtnesip with aprensta dn career, identify would benefit from working on the school site

2.6 What are the school's expectations of students during Remote Learning and Blended Learning?

● Appendix One contains the letter, setting our expectations, which was written by the Headtecaher to all students at the start of the National Lockdown, January 2021.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers are responsible for:

● Remote Learning:

   ○ Remote learning is where all of the students are at home (or in another location) and the teacher delivers the lesson from either their classroom or their home, entirely online

   ○ Using the Google suite, Google Meet links must be set up for every class in a timely fashion

   ○ Where possible the remote classroom should mirror the physical classroom where teaching and learning meets the needs of all students

   ○ As much as possible the remote learning should mirror the curriculum as designed

   ○ Any work set should be be appropriate to the amount of lesson time

   ○ Work should be clearly communicated with students, via the Google suite and/or Show My Home Work as appropriate

   ○ Colleagues should note that parents can only see SMHW, so independent/homework tasks are best set on this (in addition to other means where appropriate) to help parents/carers support their children's learning

   ○ Feedback on student's work should be given verbally or via Google Classroom

   ○ Check the progress of students and praise effort and achievement in line with school values

   ○ Communication with students must only be conducted via the school Google Suite and staff are not expected to respond to students and parents outside of normal working hours in line with the Wellbeing Policy

● Blended Learning:

   ○ Blending learning is where some of the class are physically present in a classroom, and some are joining online. The teacher (normally but not exclusively) is in the classroom. The lesson is taught face-to-face to those in the classroom and streamed live to those working at home

   ○ Using the Google suite, Google Meet links must be set up for every class in a timely fashion

   ○ As much as possible the remote learning should mirror the curriculum as designed

   ○ Students onsite and working remotely should access the same, simultaneous provision, where possible where teaching and learning meets the needs of all students

- Any work set should be be appropriate to the amount of lesson time
- Work should be clearly communicated with students, via the Google suite and/or Show My Home Work as appropriate
- Colleagues should note that parents can only see SMHW, so independent/homework tasks are best set on this (in addition to other means where appropriate) to help parents/carers support their children's learning
- Feedback on student's work should be in line with the feedback students in class are receiving utilising Google Classroom where possible
- Check the progress of students and praise effort and achievement in line with school values
- Communication with students must only be conducted via the school Google Suite and staff are not expected to respond to students and parents outside of normal working hours in line with the Wellbeing Policy
- If absent, staff should ensure work is still appropriate to the current topic to minimise disruption to learning.

- If you are unable to work for any reason during this time, for example due to sickness or caring for a dependent, you should report this using the normal absence procedure.

3.2 Heads of Faculty

Alongside their teaching responsibilities, HoFs are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers, other subject and senior leaders to ensure consistency and quality of practice is maintained
- Monitoring Teaching & Learning and student progress over time
- Share good practice and resources across the faculty area to support teachers and aid high quality teaching and learning
- When setting work for an absent colleague, staff should ensure work is still appropriate to the current topic to minimise disruption to learning.

3.3 Form Tutors

Alongside their teaching responsibilities, Form Tutors are responsible for:

- Touching base with their form during form time at least once a week
- Monitor staff concerns regarding isolated student engagement, student wellbeing or safeguarding.

3.4 Heads of Year

Alongside their teaching responsibilities, HoYs are responsible for:

- Liaising with Form Tutors, the Safeguarding team and Heads of Faculty to ensure all students have access to remote learning
- Monitor staff concerns regarding student engagement and academic progress.
- Support and challenge families where appropriate

3.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

● Liaising with respective Heads of Faculty to ensure a consistent, high quality provision

● Liaising with respective Heads of Year to ensure all students have access to remote learning

● Monitoring Teaching & Learning and the effectiveness of remote learning

3.6 IT staff

IT staff are responsible for:

● Fixing onsite IT issues

● Helping staff with any technical issues

● Supporting families with technical issues

● Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

● Be contactable during the school day – although consider they may not always be in front of a device the entire time

● Complete work to the deadline set by teachers

● Seek help if they need it, from teachers or teaching assistants

● Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

● Make the school aware if their child is sick or otherwise can't complete work

● Seek help from the school if they need it

● Be respectful when making any complaints or concerns known to staff

3.8 Governing board

The governing board is responsible for:

● Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

● General issues with remote learning - Elenaor Bevan, Assistant Headteacher Raising Standards

● Subject related issues – Head of Faculty

● Issues related to behaviour or engagement – Head of Year

● Issues related to IT – Gareth Hughes, IT and Network manager

● Issues relating to staff workload or wellbeing – Line Manager

● Concerns about data protection – Jo Avey, School Business Manager

● Concerns about safeguarding – Tim Jordan, Deputy Headteacher

5. Data protection

5.1 Processing personal data

All communications between staff and students must be conducted via the school's Google Suite.

Staff members may need to collect and/or share personal data, such as email addresses, as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

5.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

● Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

● Making sure the device locks if left inactive for a period of time

● Not sharing the device among family or friends

● Installing antivirus and anti-spyware software

● Keeping operating systems up to date – always install the latest updates

6. Safeguarding

All communications between staff and students must be conducted via the school's Google Suite.

Staff should:

● Teach from an appropriate room with a neutral background
● Dress like they would for school – no pyjamas!
● Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
● Use professional language
● Encourage students to sit in a shared living space at home. If that's not possible, it may be appropriate for their camera to be off.
● Record all lessons

7. Monitoring

The RSL will ensure that student engagement is monitored weekly so that appropriate support can be put in place quickly. Monitoring of student progress will remain part of the RSL process at report cycles.

8. Links to other policies

This policy is linked to our:

● Behaviour policy
● Wellbeing policy
● Teaching and Learning policy

- Child protection policy and COVID-19 addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

9. Help guides

- Managing Behaviour
- Google Meet
- Google Classroom
- Setting regular Google Meets
- Letter from the Headteacher to students

10. Useful links/tips

Resource	Link
BBC Secondary resources:	Secondary Homework Help	Online subjects
Oak Academy	Oak National Academy
Mote extension - Allows you to record 90s of verbal feedback on a students work in Google Classroom - 3 min training video here from Craig:	Mote: voice notes & feedback 42
Whiteboard.fi - Virtual mini-whiteboards so you can see students work live. Good for shy students and ghosters. A 6 min training video here from Craig:	Whiteboard.fi - Free online whiteboard for teachers and classrooms
Students can split their screen on a chromebook by pressing Alt and [at the same time, so that they can look at their Google Meet and their work at the same time	Alternative way to view 2 docs on other platforms is you pick up the 'window' (Click and hold on top bar) and 'slam' it to one side of your screen. Do the other side for the 2nd doc and the screen is in half with boths docs visible. Video demo here
GoSpiral website allows verbal questioning and response	https://gospiral.ac
Teachermade allows you to turn any worksheet into a online quiz which self-marks	https://teachermade.com
Blooket allows you to create question sets which students can join and complete on their own devices (i.e. phones). It gives you class data afterwards	https://www.blooket.com/
Students with dyslexia find a yellow screen helps them read.	For PC/Mac: ColorVeil - Free Download For Chromebook: Color Overlay
Students can use their xbox or playstation to access Google Classroom:	How to login with Google Classroom on the XBox How to Access Google Classroom using PS4

Attendance on Google Meet - the extension does the work for you to get your registration downloaded onto your device and then you can complete register on SIMS	Google Meet Attendance - Chrome Web Store (Add to your Browser)
Pear Deck extension is really useful to convert your slides into interactive slides. Peardeck sometimes offer premium as a trial for 90 days. You can see who is not responding, it allows anonymity to students when showing answers on the screen.	www.peardeck.com
Gimkit- allows you to create question sets which students can join and complete on their own devices (i.e. phones). It gives you class data afterwards and the breakdown of individual responses to questions.	www.gimkit.com
Quizlet is an app to help students study information through interactive tools and games	www.quizlet.com
Google Classroom random student name generator-on the google classroom app- go to your class, select people. Click the top right button which will create a name generator.	
Share a Google Doc with a class to collaborate on a document/revision sheet- each student has a specific task/box to complete and then give master copy to all students	
A quick way to see your forms attendance in every lesson for a whole week; when you are making phone calls home and you want the information immediately to hand.	-Log in to SIMS and stay on your homepage -Click "focus" on the first tab menu -Scroll down to "Lesson Monitor" -Click "Edit Marks" -Scroll down to find your form -Double click on your form or click it and press enter -It will display your form's attendance for the current week -You can use the "previous week" button on the top to scroll through different weeks to see patterns.
QR stuff - Allows you to create a QR code for any website, pdf file, image etc. that the students can then scan using the camera on their phones to look at on their own devices	https://www.qrstuff.com/
If you are looking to mix resources up a little, why not try using GCSEPod to support Teaching and Learning. The email below outlines some fantastic ways of incorporating GCSEPod into your lessons. All staff and students have access to GCSEPod via their school email addresses	https://www.gcsepod.com/top-10-ways-to-teach-remotely-with-gcsepod/

Friday GEMs linked to remote learning	Link

Use Google Slides as a shared document with students. Viewing the slides in 'Grid View' allows the work of all students to be monitored live in real time. See JHE Friday Gem 21/01/21	JHE Friday Gem Remote Learning Idea
Use Google Forms/online quizzes to improve AfL during Home Learning. See CMM Friday Gem next week (29.01.21).	to follow
Research papers, handouts and other docs can simply be scanned, then picked up from "Staff Scans" on the shared drive, for use in lessons	k drive - Staff scans

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Dear students,

Our Values of Respect, Relationships, Responsibility, Reflection and Resilience exist because they are a guide around which all of us can build the best version of ourselves, the version we want to be now and in the future. It applies not just to students, but also to staff and to the school itself. Our Values are at the heart of our decision making.

Nearly a year ago we were plunged, unexpectedly, into a brand new world of online learning. Those first tentative weeks we worked hard to work out how to give you the very best possible education in a whole new way.

We can all be exceptionally proud of how far we have come on that journey; to where we are now delivering a full timetable of live, online lessons to every student in the school, every day.

To get there we have had to Reflect on what we do and be Resilient and brave enough to make changes, try new things and push new boundaries. Over the last few weeks we have listened hard to suggestions made by teachers, parents and experts who have been researching the impact of remote learning.

This letter is about our next steps together in making your online learning experience the very best it can be - for you and for your teachers:

- We are asking you to have your cameras on:

    ○ In the beginning we were worried about bandwidth and so the advice was to have them off, but the platforms are now so much better, this is no longer a problem.

    ○ We want you to have cameras on so that the Relationships you and your teachers have worked so hard to build are maintained.

    ○ We want you to Respect the fact that teaching to a set of silent icons or blank screens is much harder, even demoralising, for teachers and that they need to see your faces and interact with you. We feel sometimes like we are 'teaching in the dark'.

    ○ So much of our communication is non-verbal, we need to see you to know you are ok, you are understanding, you are making progress.

- ○ We must all take Responsibility for safeguarding and safety, and having cameras on helps us to all do that, and look after each other.

    But you might be concerned…

    - Perhaps you do not have a camera on your computer? No problem, just let your teacher know - it cannot be helped.

    - Perhaps you feel uncomfortable seeing your face on screen? We totally understand, it is weird for all of us, but with Resilience and time we get used to it, like all new challenges in life. It is really good preparation for your future careers.

    - Perhaps you don't want people to see your room? If you are on a chromebook or computer, click on the three dots in the bottom right corner, and select change background, then choose blur. This does not work on a few phones, but with a phone, just move so the background is a door or the street outside your window.

- ● We are asking you to be professional learners, just as you are in the classroom:

    - ○ This means showing Respect for yourself, your peers and your teacher by being properly dressed. This does not mean uniform, nor does it have to be smart, but no one wants to see you in your pyjamas or a onesie. As a rule of thumb, wear what you would wear to a non-uniform day.

    - ○ Take Responsibility for your learning by responding properly. This means giving proper answers to questions when asked and if you are doing so in the chat function, writing properly like you would in your books. Just because we are online doesn't mean that slang or text speak are appropriate.

    - ○ Each week you have a form time Google Meet. This intentionally is for building and maintaining Relationships and your form tutor will encourage you to chat about things that are not work related, to talk to each other, maybe to play games or do quizzes. So whilst in subject lessons you need to show Respect by not using the chat function for chat between yourselves and only for the work.

    - ○ Be Responsible and be on time - not too early - just on time for your lessons.

    - ○ Join your lessons ready to go - camera on, mike muted and ready to learn.

I know that for all of you online learning is not as good as the real thing. I think we would all agree about that. We all look forward to a time when we can be all together in normal classrooms again.

Thankfully that time is near because brilliant minds like you once studied really hard and went on to be brilliant virologists, immunologists, bioengineers and clinicians - the ones who have developed the COVID vaccines.

Your future must remain as bright as theirs, so even if you feel a bit uncomfortable, even if it is not 100% 'your thing', we need you to live all of our Values and make online learning work the very best you can.

Like so many things in school, we cannot actually make you do this. But as is our experience every single day, we know, and trust that you will because you are the wonderful, hardworking young people that we so enjoy working with.

We both want the very same thing: the very best for you - now in how we do online, and in the future - which is why we need to get the 'now' right.

Kind regards,

Mr Hassell
Headteacher