



REMOTE LEARNING POLICY

Purpose of Policy

The Laurels School is committed to the continued provision of a varied and engaging education in the event of full or partial school closure. This policy summarises how this provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned. The intended outcome is to maximise student learning, following the curriculum but also take advantage of opportunities to develop independent and digital learning.

The policy is for the whole school community: teachers, parents, and students.

Teaching and Learning

The quality of learning is at the heart of our policy and should always take precedence over the method or delivery platform. Learning needs to come from both individual and group effort, with enough opportunity for a teacher to assess and give feedback to each student.

For a short or partial school closure, our aim is to maintain business as usual, following routine and rhythm as far as possible. This will include:

- Lessons to be delivered according to the school timetable
- Normal homework timetable to be followed
- Normal expectations apply for submission of work
- Assessments of student work and feedback to be given as usual

For extended periods of full school closure, we will use the 'Interactive Lessons Timetable' (see below) for Y7 to Y9 and follow the school timetable for Y10 and above.

Increased Absence due to Quarantine

- **Students**

Where the majority of a class is in School and a minority are isolating at home, the lesson will primarily be aimed at those students in the classroom. Students who have been asked by the school or NHS to isolate because they or a close contact has symptoms are invited to join lessons in real time.

- Students who are well enough to study should have their class Zoom open (either on a computer or phone app) and be ready to join the lesson.
- Google Classroom will be used for sharing important subject content, introducing new ideas, providing opportunities for discussion and interaction and setting work

- Zoom calls may last for all or part of the lesson
- The announce function on Google Classroom may be used as an alternative to audio or video calls to communicate with students working from home

- Students at home may not be able to follow class discussion or take part in groupwork
- Some tasks or activities may be better sent before, during or after the lesson and during the lesson students at home may simply be asked to get on with appropriate subject work
- If students do not join live, they should check their Google Classroom for missed work
- Staff will ensure that those working at home receive all necessary subject materials and course content
- Students who are unwell or absent for reasons not related to Covid are not expected to join the lessons in real time

- **Staff**
 Teachers who are self-isolating but well enough to work should discuss with their HOD which lessons can be delivered via Zoom and Google Classroom, which require a cover teacher, and which need to be taught by a member of the department. Lessons delivered from home may be of various formats:
 - Delivered live via Zoom to classes through laptops, with students wearing headphones and cover teacher enforcing positive behaviour
 - The same could work for other year groups, if all students have Google Classroom app on their phones and headphones. Cover teacher to monitor phone use.
 - Short introductory section, either pre-recorded or delivered live via Zoom to other year groups, which cover teacher projects on board at front, followed by normal cover work.
 - Whole or part of lesson delivered live, with absent teacher projected on board, and cover teacher's laptop used as webcam to enable absent teacher to see class. This requires a large amount of facilitation from the cover teacher and use of their device.
 - Teachers should make themselves available throughout the lesson for questions via Zoom or email (students could be given permission to use mobilephones)

Partial School Closure and short periods of school closure

As part of its Coronavirus response, the Government has asked schools to prepare for different levels of restrictions.

Rota system

This would see Year Groups being sent home according to a rota for one or two weeks at a time, although all vulnerable and key worker children still remain in school. Teachers would deliver their lessons from the empty classroom.

Selected year groups only

Only selected year groups plus vulnerable and key worker children remain in school. Teachers deliver lessons as above.

Full Closure

Full Closure, except vulnerable and key worker children. Most teachers working from home.

Live Interactive Lessons

During short periods of school closure (e.g. 2 weeks), it is important that students do not lose academic momentum, and therefore the school timetable will be followed as closely as possible. Routines such as punctual starts, regular face-to-face contact with teachers and peers, engagement in lessons, and evening prep/homework should not be abandoned. For short periods of school closure or partial school closure, lessons should therefore, wherever possible, be delivered in real time with cameras and microphones on. Lessons should be varied in content and format; however, the points below set out some of the principles of a good interactive lesson, whether delivered from home or from an empty classroom:

- Students should be actively learning, rather than just passively listening.
- Some form of open question or challenge near the start of the lesson should require all students to contribute, either orally, in the chat window, or via an alternative application.
- Targeted questioning throughout the lesson should deter students from zoning out.
- The lesson should contain the opportunity for higher thinking and should be designed to challenge even the most-able students.
- There may be opportunities for students to collaborate or work in pairs/groups, for example using channels within Zoom or Google Classroom.
- Students could be asked to present their own work to the class and engage in debate about this work with other students for extended oracy.
- Assessment for Learning (AfL) at the end of the lesson allows the teacher to ascertain the extent of student learning and engagement and will inform future lessons to maintain academic momentum.
- AfL should seek to assess both skills development and student metacognition of those skills.
- Lessons may also be spent writing or doing independent work, which can be submitted at the end of lesson. In this scenario the teacher must be on hand to answer questions in real time or check in with students individually.
- Homework should be set on Google Classroom and in accordance with the homework timetable.

Digital Platforms

- Students should have their cameras on wherever possible, with the expectation they are sitting in a well-lit room at a desk or table (although this may not be possible for all), appropriately dressed, with relevant books and writing material to hand.
- Backgrounds for both students and teachers should be blurred.
- Teachers may well choose to share their screens rather than use camera.
- Lessons should all be recorded.
- Insights can be used to monitor student engagement.
- Teachers do not need to set up Zoom lessons in advance as students should expect the lesson to be live.
- Homework to be set and submitted on Google Classroom.

Full School Closure

For extended periods of school closure, the **Y7-Y9** will follow the Interactive Lessons Timetable in order to help the students focus on 4-5 subjects per day, in which they will be expected to take part in lessons in real-time. This allows for flexibility for teachers to set tasks of varying lengths, as appropriate to the subject, and for students to organise their days as befits their personal circumstances and learning styles.

Y10 and above will continue to follow the school timetable to ensure they maintain sufficient academic rigour to prepare them for public exams.

Principles of ‘Interactive Lessons Timetable’

- Each day students will still have some real-time or ‘live’ lessons with their teachers to provide structure and interaction during the day.
- Work will be set for the remaining non-live lessons which will offer more flexibility in extended periods of lockdown where juggling family life can be difficult for both teachers and students.
- Additional homework will not be set for Y7-Y9, although there will be opportunities for extended learning, independent projects, and academic enrichment.

Examples of an ‘interactive lesson’

Whether in a full or partial school closure, the same principles of a good live interactive lesson (outlined above) apply. However, in full school closure lessons can take various forms including:

- An introduction from the teacher (either live or viewed from a recording) followed by the teacher supporting the students’ work through live messaging on Google Classroom.
- A pre-recorded lecture with quiz-style questions on Zoom.
- A series of student presentations chaired by the teacher.
- Online assessment through quizzing tools such as Quizlett
- Flipped learning where the students record answers to topics and share their recordings with the rest of the group.
- Pair work or group work (e.g. through Zoom groups, whiteboards, or shared documents).
- Teacher and students engaged in discussion or debate, sharing a screen, and using livemessaging/chat function (live lesson).

Digital Platforms

- Tasks will continue to be set on Google Classroom, often on a weekly basis, and parents can monitor the tasks being set for their daughter through the parent dashboard.
- There will be clear instructions on how to approach each task, and how and when this work should be submitted for marking.
- Students must remember to submit ("Turn-in") once the task is completed. Regular feedback will be given, usually weekly.
- Zoom will be used for interaction and delivery of ‘live’ lessons. Class teachers should try to respond to requests for help or information from students during the working day where practicable.

- Teachers are not expected to respond to emails and messages after 5pm or at weekends. Students should ensure they have read all instructions carefully before asking for help, and they are submitting their work in the correct way.

Pupils will require a laptop/desktop at home and should download Zoom. Parents can see tasks being set on their daughters Google Classroom.

Families who encounter IT problems can access support from Mrs McManamon by contacting ITsupport@thelaurelsschool.org

Enrichment Activities

For periods of prolonged school closure, The Laurels will also roll out a programme of enrichment activities, including talks by staff, competitions and puzzles, thought-provoking videos, e-books, cross-curricular tasks, PE workouts, free theatre and recommended audio-books.

A Google Classroom Form page with age-appropriate activities will be available for all year groups.

All students are encouraged to use the time to read for an hour a day. This has many benefits, including a break from screens and a personal space to unwind when cooped up indoors.

Students may record additional achievements in diaries which they share with Tutors.

Pastoral Care of Students

Working at home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents will be playing and encourage families to structure the day to give balance, variety, and a sense of purpose. Parents can play a key role in helping students adhere to a routine, and the amount of support will vary depending on the age and personality of the child, and the parents' own work commitments. Time should be made for regular breaks, exercise, pursuing co-curricular interests and connecting virtually with friends and relatives.

The Laurels will also continue to provide a strong sense of pastoral support during periods of closure. Guidance will be offered to parents on supporting their children with remote learning. The School's tutorial support system will also provide a sense of mental and emotional wellness, in addition to ensuring our most vulnerable students will continue to receive focused pastoral support.

Registration, Form periods and Assemblies

- All students should log in to Zoom each morning.
- If a student does not log in, parents will be contacted.
- Each Form Teacher will hold a weekly 10-15-minute form period on Zoom, principally aimed at giving the students some interaction with their Form Teacher and others in their form.
- Pastoral staff, including the Chaplain, will deliver wellbeing-themed messages and

reflective assemblies.

- Students should update their Tutor about any issues preventing them from completing work as expected.

Teacher wellbeing

- It is recognised that this will be a stressful time for teachers, who may well be looking after children at home, and worried about their personal circumstances, friends, and family.
- Teachers should check in regularly with Heads of Department, and alert them promptly of any significant changes in circumstances, including living arrangements, health, and anxiety.
- Careful consideration should be given to teachers with health problems, dependents or caring duties, and other members of the department may be asked to support them.
- The Laurels is proud to have trained members of staff to be Mental-Health First Aiders over the last two years. These staff will be happy to speak to any colleague who would like support. [Click here for a list of Mental Health First Aiders.](#)
- The usual rules around confidentiality will apply; if a colleague believes that another member of staff may be at risk, it is their responsibility to share this with an appropriate member of senior staff.
- Use of Zoom or equivalent (ie Google Chat) for meetings and maintaining morale is encouraged.
- Opportunities for Continuous Professional Development, online courses and curriculum development or coaching may be discussed with the Assistant Head (Teaching and Learning) and/or the Head of Department.

Reviewed by Assistant Head (Teaching & Learning): September 2022

Next review: September 2024

Guidance for Online Meetings

Aims

The purpose of this guidance is to support effective remote pastoral care, and remote teaching and learning at The Laurels School, during an extended period of school closure. It aims to set out the expectations of staff and students, with attention to the important considerations of safeguarding and the maintaining of professional standards. In developing this guidance, the School has referred to the following:

The Acceptable Use Policy

eSafety Policy

Child Protection & Safeguarding Policy

This guidance **does not** cover the use of online meetings by the School counsellors, which is subject to separate conditions, as detailed by their professional body.

Any departure from this guidance may have safeguarding implications and must be agreed in advance with the Designated Safeguarding Lead.

Zoom is the platform that we will use for online meetings, either for pastoral care, or for lessons.

When planning and participating in an online meeting the following steps must be taken:

- The owner of the meeting, usually a teacher or Form Teacher, will invite participants via Google Classroom or school email to confirm the date and time.
- For Form Periods, the Form Teacher and co-Form Teacher (if there is one) should ideally be included.
- One-to-one online meetings may be necessary for certain areas of school life, such as maintaining contact with the Form Teacher and Personal Tutor or other pastoral staff, language practice, or working with Learning Support.
- All online meetings should be conducted in a professional manner, observing the usual expectations of behaviour. For video meetings, casual dress is appropriate for staff and students while at home, but clothing should not be revealing, and it should not feature political or offensive slogans.
- All meetings should take place within extended school hours (8am to 5pm).
- Students should access the meetings in a public area of their house wherever possible. If this is not possible, other rooms such as a bedroom can be used but participants should be seated on a chair and/or at a desk.
- All participants are expected to blur their background during video meetings as

common practice.

- Meetings within Zoom will be recorded by the owner of the meeting.
- Recordings may be used to support any students who were absent. **These should be deleted once the course content becomes obsolete.**

If any safeguarding concerns arise, the Child Protection and Safeguarding Policy must be followed and the Designated Safeguarding Lead informed using vicky.sumner@thelaurelsschool.org.

Appendix B

Online Remote Learning Responsible User Agreement

Remote learning requires access to online platforms and services maintained by The Laurels School and will require you to communicate with teachers and fellow students in a mature and considerate manner. This user agreement is to be used in conjunction with the general Acceptable Use Policy. By logging in to the School's systems you agree to the terms of this Policy.

The below rules will help to ensure that all members of the school community are able to be supported academically and pastorally when working remotely.

1. I will consider the content (text, images, audio and video) that I post to a school-maintained platform before I submit the content.
2. I will not use any school-maintained platform for non-school related activity.
3. I will be polite and courteous when communicating with other users and will use the same language as if I were talking to that person face-to-face.
4. I will adhere to the requirements of any work and not submit work in a format or on a platform not specified by my teacher or Form Teacher.
5. Wherever possible I will undertake remote working in a public location in my house (e.g. the kitchen or living room). If this is not possible, I will try to be seated on a chair and/or at a desk.
6. I will login to my Google Classroom by 8.30am Monday to Friday during term time.
7. If I encounter technical problems (e.g. not being able to log in to a system), I will contact IT support (itsupport@thelaurelsschool.org) and provide them with a detailed explanation of the problem along with screenshots so they can diagnose the issue.
8. I will not try to access the accounts of any other user.
9. I understand that cyberbullying is unacceptable and will not use any of the remote working platforms to undertake such activity. If I do, I will be sanctioned.
10. I understand that posting immature or offensive content to teachers and fellow students is unacceptable and I may be sanctioned if I undertake such action.
11. If I receive any communication or content that I am unhappy with (e.g. cyber-bullying, extreme or offensive content), I will immediately report it to my Form Teacher and/or Tutor.
12. I understand that all activity that I undertake on a school-maintained platform or a school device is monitored and logged for safeguarding and recording keeping purposes.

Document Title	Remote Learning Policy
Version	1.2
Date	Autumn Term 2022
Author	Linda Sanders
Approved by head teacher	Yes
Approved by SMT	Yes
Approved by Safeguarding Governor	Yes
Approval required by PACT Board or sub-committee of Governors	Yes
Next Review Date	Autumn Term 2023

Modification History			
Version	Date	Description	Revision Author
0.1	Spring 2020	Initial draft	Linda Sanders
1.0	Spring 2020	Published	Linda Sanders
1.1	Summer 2020	Updates in line with government guidance	Linda Sanders
1.2	Autumn 2022	Bi-annual review.	Linda Sanders