ST ALBANS GIRLS' SCHOOL

	REMOTE LEARNING POLICY	
	GB sub-committee: Curriculum, Assessment and Standards	
	Co-ordinator: Mr P Kershaw	
	Last Reviewed: Autumn 2022	**Next Review: Autumn 2024**

Signed by.....
Margaret Chapman (Head Teacher)

Signed by.....
Claire Barnard (Chair of Governors)

1.	**ONLINE SAFETY**	
	This Policy outlines best practice for remote learning provision for either individual students (Item 4) or in the circumstances of a school closure or similar event. The guidance therein should be referred to in conjunction with the St Albans Girls' School Online Safety Policy.	
2.	**HOME LEARNING**	
	As per Item 1, the school's Home Learning Policy outlines the reasons for and guidelines pertaining to Home Learning to complement learning in lessons - or in the case of school closure, remote learning.	
3.	**REMOTE LEARNING**	
	3.1	In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.
	3.2	Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.
	3.3	There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their ~~daughters or sons~~ child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease
4.	**SPECIFIC STUDENT ABSENCE**	
	4.1	Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's Director of Learning. The student's subject teachers will use Google Meet, Edulink, Google Classroom and Google Drive to make work available to the student. If a student has an 'X' on their

		SIMS register, Google Meet learning will be made available for them in all lessons (with some exceptions such as PE lessons where learning will be available on Google Classroom).
	4.2	Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. If a significant number of students are absent from school, but the school remains open, the Head Teacher will decide whether the method of remote learning operated will take the form outlined here, or as outlined in Item 5.
5.	**EXTENDED SCHOOL CLOSURE**	
	5.1	In the event of an extended school closure, the school will provide continuity of education in the following ways: a) Google Meet lessons wherever possible to ensure learning continuity which adhere to the school's guidelines (including appropriate attire, plain backgrounds, no other people on camera, headphones where possible, positive conduct et al - for learners and colleagues) b) Regular direct instruction from teaching colleagues, with the ability of students to ask questions via email or through Google Classroom c) The setting of work that students complete, written responses (if relevant) completed electronically d) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided
	5.2	Students and teachers are expected to have access to the internet whilst at home (and students without relevant equipment to complete learning will be provided with a Chromebook for the duration of the school's closure); the school recognises that many families may not have home printers and will therefore not require the printing of material. The three primary platforms the school will use to deliver continuity of education are: ● Edulink - all remote learning will be set via this system ● Google Meet ● Google Classroom
	5.3	Access to these platforms is via a student's normal school RMUnify login; if students have difficulty with logging in, they should contact their Director of Learning. The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure, or specific period of required access to remote learning, and the ability of both students and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.
6.	**KEY STAGES 4 & 5**	
	6.1	For Key Stage 4 and Key Stage 5 students, subject areas will provide work broadly in line with students' timetables via Edulink. Tasks will be set in accordance with existing schemes of learning, and tasks will be designed to allow students to progress through schemes of learning at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school learning and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include: ● Reading and noting new material from a common subject area textbook or electronic resource

		● Working through subject-specific presentations or worksheets provided by the subject area ● Watching a relevant video resource and making notes on it which adhere to subject specifications ● Completing a listening exercise (e.g. in Languages) ● Written responses to prompt questions, essay plans etc. ● Completion of practice questions or past papers, particularly for those in examination years ● Working through relevant exercises offered by external providers (e.g. BBC Bitesize, Massolit etc.)
	6.2	Teachers will set tasks through Edulink and Curriculum Leaders should monitor and support as required.
7.	**KEY STAGE 3**	
	7.1	For Key Stage 3 students, subject areas will provide learning over two-week intervals for the duration of a school closure. All work will be reviewed in lessons upon our return to school or remotely as applicable. Broad, whole class feedback to support further improvements would be of benefit and best practice of ways to efficiently and effectively deliver impactful feedback to learners at KS3 has been shared with colleagues. Depending on the circumstances of remote learning provision, the length of time required and the number of students - as well as staff availability dependent on the nature of any closure - specific instructions will be distributed with teaching colleagues about the setting of KS3 learning. Dependent on these variables, staff will be directed by the Head of Key Stage in a manner befitting the needs of the students in any specific situation. This may involve either adherence to students' subject timetables or the setting of project based learning over the two-week schedule. As necessity dictates, the KS3 Head of Key Stage may distribute guidelines to Curriculum Leaders and subject teachers are distributed as follows: ● *Please ensure that you should only set enough work to cover the lesson and Home Learning time missed in a two-week period. Students will have work set by all their subjects and we do not want them to be overwhelmed.* ● *Please upload a copy of the template and your resources to your subject area in the Resource Folder of the Remote Learning Shared Drive.* ● *The learning set for each subject and year group should be achievable, and extendable, to ensure provision for all types of learners including our SEND and EAL students.* ● *There should be scope for students to be able to extend their learning but with a link to what they are learning in lessons.* ● *Students should be able to complete the tasks irrespective of their individual resources in relation to technology, materials or support: not all students will have access to their own computer, consistent access to wifi or other creative materials.* ● *Be realistic, some students may have significant support from family members at home while others will be undertaking this work independently with differing levels of supervision.*
	7.2	Questions about Home Learning at Key Stage 3 in terms of provision or access from students or parents should be answered via email by the subject teacher in the first instance, Director of Learning, Head of Key Stage and Deputy Headteacher for Teaching and Learning - in this order.
8.	**ONLINE LEARNING MEANS**	
	8.1	Edulink is the primary means for distributed remote learning and teaching colleagues can use Google Classroom to make links to other online content as listed in Item 5. If needs be, teaching colleagues can record audio or visual content and distribute this as part of

		remote learning but the preference is live teaching and engagement with classes via Google Meet sessions which meet expectations in terms of online safety and GDPR guidelines. Specific concerns about remote learning provision should be raised with the Head Teacher or Deputy Head Teachers.
9.	**STUDENT EXPECTATIONS**	
	9.1	Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending Google Meet sessions, completing independent work and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a teacher) on a regular basis. In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens. Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant Curriculum Leader. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Director of Learning. Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.
10.	**EXPECTATIONS OF TEACHERS AND CURRICULUM LEADERS DURING SCHOOL CLOSURE**	
	10.1	Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a Chromebook. If there are IT related issues while remote working, teachers can contact the IT Support team at itsupport@stags.herts.sch.uk.
	10.2	The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. In order that we are providing a consistent approach, Curriculum Leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Curriculum Leaders will monitor this and should be included in the tasks set. Teachers are responsible for providing constructive feedback to their students in a timely manner. Curriculum Leaders are responsible for overseeing the form and regularity of feedback and will liaise with Senior Leaders and the Deputy Headteacher for Teaching & Learning to ensure consistency. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Curriculum Leader to ensure work is set to her/his classes.
	10.3	Teachers should be available to contact parents if needed, by email or telephone (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 Curriculum Leader will be able to support and, if necessary, escalate to SLT. If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction.
	10.4	Teaching colleagues should ensure that they have reviewed the guidance distributed – copies of this will be ~~and~~ housed in the Shared Drive. If teachers require support with any aspects of remote learning, they are encouraged to consult Curriculum Leaders or the Deputy Headteacher for Teaching & Learning.
	10.5	All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 6pm, although responses should be made to electronic messages within two working days in normal practice. Colleagues should refer to the Positive Workload guidance and adhere to guidelines on electronic communications and All Staff emails - it is of paramount importance to ensure the wellbeing of all school colleagues during an extended school closure. For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites as per the Online Safety Policy.
11.	**SUPPORT FOR STUDENTS WITH SEND, EAL & OTHER SPECIFIC LEARNING ENHANCEMENT NEEDS**	
	11.1	Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Information to support this can be reviewed in SIMS, Edulink and through materials distributed by the Learning Support Team. In addition, specific named colleagues will maintain contact with students who they regularly support by email or phone with parents and students. Any queries relating to this should be made to the SENCO or Pastoral Deputy Headteacher.
	11.2	During an extended closure, students with Education Health Care Plans are entitled to provision on site and this will be offered where appropriate following discussion with the SENCO and Parent. These students will be checked on regularly.
12.	**SAFEGUARDING DURING SCHOOL CLOSURE**	
	12.1	Keeping Children Safe in Education is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty and/or funding agreement requirements. Whilst we acknowledge that these are challenging times, the principles set out in KCSIE still underpin all the work we do to support children and keep them safe. These are set out below: ● with regard to safeguarding, the best interests of children must always continue to come first ● if anyone in a school community has a safeguarding concern they should continue to act immediately ● a DSL, a deputy DSL or another DSL trained member of SLT should always be available ● unsuitable people are not allowed to enter the children's workforce and/or gain access to children ● children should continue to be protected when they are online
	12.2	However, during a time of extended closure during term time the following points set out how we will amend our processes. STAGS will, as far as is reasonably possible, take a whole institution approach to safeguarding so that any new policies and processes in response to any closure e.g COVID-19, are not weakening our approach to safeguarding or undermining our child protection policy. Please see the appendix to our Child Protection Policy which sets out the changes made during an extended school closure.
	12.3	During times of extended closure, we know that staff and students will miss the classroom

		experiences that bring teaching alive, but it is also the most important time to uphold safeguarding guidelines. In a crisis, there are always people who will use the difficulties for their own advantage. There are many safeguarding issues to consider when undertaking live remote teaching and guidelines must be followed explicitly. If they cannot, then online live remote teaching must not occur and a member of SLT should be consulted. This is explicitly referred to in the Atlas 'Working from Home Guidance'.