



Halliford  
School  
SHEPPERTON

# Remote Learning Policy

## January 2021

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To be reviewed September 2021*

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## **Background**

This policy is to ensure the ongoing education of Halliford School students under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of students who cannot be in school but are able to continue with their education when the school remains fully open.

## **Preparing for Remote Learning**

We would expect that many of the steps below should already be in place with most staff within Halliford School. We would expect that there will be future benefits to putting these plans into place.

Halliford School will be proactive in ensuring that:

- Staff have access to Microsoft Teams for classes, and that these are set up
- Students within classes have access to the relevant Microsoft Team
- Students will receive Microsoft Teams training on joining
- Staff are familiar with the main functions of Microsoft Teams
- Staff have the ability to set up assignments for students and can upload relevant files
- Staff are aware of the ability to host a Microsoft Teams meeting (video and / or audio) with their classes either from their classrooms or from home (Sixth Form students only at this stage).
- Parents and students are made aware in advance of the arrangements in place for the continuity of education

Halliford School should ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time
- Providing staff with suitable on-line help resources for remote working
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have a suitable device at home and if not, supply them with a device during the closure period.

Staff should ensure that:

- They have received appropriate training
- Their computer- based teaching resources are available outside of school (on Microsoft Teams, OneDrive)
- They have access to key resources not available online at home e.g. key textbooks
- They have access to a suitable device for home use, and if this is not the case then staff should alert the Bursar and arrange to borrow a device from the school for the period of closure

## **Continuity of Education in Event of a Closure**

Halliford School will make provision for remote contact with students on a daily basis in two forms:

- Students will have access to work that allows them to continue progress while at home

- Students will have the opportunity for interaction with their Form Tutor or Head of House on a daily basis during their usual form time 8.40am – 8.50am

In as far as is possible, Halliford School should attempt to replicate the timetable that students follow through the course of a normal school day. Teachers will need to make themselves available for teaching during their normal working hours and should communicate with the Senior Deputy Head if this is not possible.

We are mindful of the challenges of operating in an unfamiliar environment in that:

- online learning operates on a very different dynamic
- some subjects and activities do not lend themselves well to remote learning
- it will take time for students and staff to adjust to accessing the appropriate devices and to become confident with this manner of working

## **Remote Learning Practice and Recommendations**

- Microsoft Teams will be the single hub for all Remote Learning interactions
- The Post facility within each team will be used to convey instructions to students regarding work for that lesson
- During the lesson time, the member of staff will aim to be available to answer questions for students who should post these on the front page and not using chat or email
- Teams Meetings allow teachers to host video and audio calls and automatically invite members of their classes (students join by clicking the relevant meeting invite in the correct Class Team), this facility will initially only be available to the Sixth Form students
- Screen sharing will allow teachers to broadcast their screens and opendocuments during the Meeting calls for discussion and sharing with the class
- We are mindful that if remote working / learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone, in this event dropping the Teams Meetings down to just audio might be necessary
- Classwork and prep that can be handed in online will be set through Microsoft Teams and assessed with feedback given

## **Information for parents**

Parents will find the following useful information already on the Parent Portal / website:

- A copy of their child's timetable
- Email contact details for their child's teachers
- Prep set for each subject (please note at this stage Prep will not be set other than for Years 10 and above)
- Prep timetables (please note at this stage Prep will not be set other than for Years 10 and above)

## SECTION ONE:

### Department for Education Website statement- Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents / guardians about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

#### What should my child expect from immediate remote education in the first day or two of students being sent home?

Within the first day of **an individual** having to access remote learning, lesson resources, task and homework will be posted onto Microsoft Teams. From the second day onwards, lessons will be live streamed as appropriate (with exemptions for PE lessons and exceptional tasks). Resources will still be uploaded as before onto Microsoft Teams.

#### 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?

At Halliford our philosophy is to replicate in school learning as closely as possible in a remote setting. Therefore, in the vast majority cases we teach the same curriculum remotely as we do in school wherever possible and appropriate. i.e. all students will still be taught all subjects. However, we have needed to make some adaptations in some subjects. For example, practical subjects such as drama and PE may stop teaching practical elements of a course and begin teaching theoretical parts of their courses.

#### How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Secondary school-aged students not working towards formal qualifications this year	A standard Halliford Curriculum of 8 x 40 lessons with form time and assemblies. Homework and independent study continues as usual.
Secondary school-aged students working towards formal qualifications this year	A standard Halliford Curriculum of 8 x 40 lessons with form time and assemblies. Homework and independent study continues as usual.

#### How will my child access any online remote education you are providing?

The primary vehicle supporting online remote education is Microsoft Teams. Each student has their own account and is expected to set up their lessons on their calendar. Lesson resources can be accessed in files in that team and homework tasks can be accessed in their team's assignments tab.

## How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely:

Teachers will check at the start of the day which students are learning remotely.

Teachers will be available online throughout the timetabled lesson. The timetabled lesson must correspond to the curriculum being delivered and fit into the departments' scheme of work (which may have been adapted if the period of remote learning is identified as being substantial). They should deliver their lesson via teams with both camera and microphone on. The expectation is not that a teacher will talk for an entire lesson but must be available to introduce objectives, explain concepts and tasks, answer questions, follow up homework and to provide feedback as required.

Resources for every lesson should be available on Teams and easily located through an organised set of files for that team.

Absence from a lesson should be recorded normally, as should behaviour points and merits, which can be assigned by both the class and cover teacher via iSAMS.

Homework should be set in line with the homework timetable and recorded in the assignments tab for that classes' tab.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

### **Students**

1. Should be online logged in to Microsoft Teams and follow their normal timetable to enable teachers to respond to student needs and keep structure to the day. This includes tutor and assembly time.
2. Should attend registration sessions as usual.
3. Should be in a suitable area at home for school work free from distractions (not bedrooms) with access to text books, notes, pens and paper etc.
4. Should be dressed appropriately, no pyjamas etc.
5. Should check that their camera and microphone are working but then disable these until invited to participate in the lesson as required by their teacher.
6. Should check the front page of their Teams at the start of each lesson to see the posts for each lesson.
7. Must only use Teams for School work and not for personal conversations.
8. Must complete all set work.
9. Must use the post facility in the first instance to communicate with their teachers and ask questions if they do not understand.
10. Report any absences to their Tutor via the Form Team.
11. Report any technical issues to their Tutor via the Form Team. Please note that the school cannot be responsible for dealing with student technical issues.
12. Any emails sent to teachers should only be done so using the Halliford School email account.
13. Should not use any other forms of communication when in a lesson. As in a 'real' lesson, mobile phones should not be used.
14. Must not make any attempt to record the lesson or distribute any sections of a lesson outside the class.

## Parents

1. Should encourage and support their child's/ children's work — including: finding an appropriate place to work, checking that set work is completed by the end of each day and ensuring that the normal school timetable for the day is followed.
2. Assist students in avoiding unnecessary distractions during on-line learning. E.g. no mobile phone use with friends / social media during lesson time.
3. Please carefully monitor the amount of screen time students are having and encourage rests away from all technical devices during break and lunch time and where possible after school.
4. Whilst we encourage parents to support their child, please refrain from taking too close an interest and respect the role of teachers and allow them to monitor the learning of the students without becoming overly involved. Parents are not their to observe online lessons.
5. Should contact the subject teacher / form tutor via email if there are any concerns. Parents should not use Microsoft Teams for communicating with Teachers please.
6. If a child is having a one to one lesson via Teams Meetings (e.g. with a Music teacher) a responsible adult must be aware and within the house at all times. For individual Teams Meetings, the parent will be emailed details and times in advance.
7. Please do not record or share any face-to-face sessions.
8. Please refrain from commenting on public forums about individual teachers or the work being provided by Halliford School. Any concerns should be raised through the usual channels at the school.

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Attendance is the initial indicator of engagement and will be checked in both registration and lessons. If your child is absent, we will contact you via reception as we would in normal time.

Engagement is will measured by teachers and reported in the 'behaviour for learning – engagement' section of the report that will be received half termly.

If engagement in online is excellent, merits can be awarded as can Benes for the exceptional pieces of work.

If engagement is not appropriate, work points can be given for late or incomplete work. Parents are informed about these through the parent portal.

If behaviour online is not acceptable, behaviour points can be awarded. Parents are informed about these through the parent portal. If sufficient points are accrued as to warrant a detention, staff will contact parents to express concern.

## **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on student work is as follows:

Feedback will vary from short informal verbal feedback in lessons to formally marked written feedback and will vary dependent on the type of work that has been set. Equally the form the feedback will be vary in it's format. The quality of the feedback is more important than the method used to deliver it. Whilst Teams offers the assignment facility, email may be used for exchange of files and feedback. Students should continue to be informed of the marks / grades given for particular pieces of work and marking and feedback should continue to take place in line with the school's marking and feedback policy.

## **Additional support for students with particular needs**

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

We recognise that some students, for example some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students in the following ways:

Staff are aware of the SEND of the students they teach and will endeavour to ensure that they make excellent progress. Where additional support is required, teacher will work with Mrs Peacock – SENCO who will contact every other week with parents and/or students on the SEN register to check how they are coping with the home learning.

Any Teaching Assistant and intervention will continue. Teaching assistants will reach out to students/staff and provide guidance / feedback as necessary.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

Broadly, education should continue in line with the expectation laid out above and as had happened since the start of the academic year in September 2020. Teachers will check at the start of the day which students are learning remotely.

Teachers will be available online throughout the timetabled lesson. The timetabled lesson must correspond to the curriculum being delivered and fit into the departments' scheme of work (which may have been adapted if the period of remote learning is identified as being substantial) They should deliver their lesson via teams with both camera and microphone on. The expectation is not that a teacher will talk for an entire lesson but must be available to introduce objectives, explain concepts and tasks, answer questions, follow up homework and to provide feedback as required.

Resources for every lesson should be available on Teams and easily located through and organised set of files for that team.

Absence from a lesson should be recorded normally, as should behaviour points and merits, which can be assigned by both the class and cover teacher via iSAMS.

Homework should be set in line with the homework timetable and recorded in the assignments tab for that classes' tab.

## SECTION TWO: Compliance and Philosophy

*The philosophy of Halliford School is to replicate, as far as possible, school life in a remote setting. Remote learning must be conducted safely; to this end, all remote learning complies with the school's Child Protection and Safeguarding Policy.*

Below are several extracts from the DfE

### Remote education expectations

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

Where a class, group or a small number of students need to self-isolate, or local restrictions require students to remain at home, we expect schools to have the capacity to offer immediate remote education. All students not physically unwell with the Coronavirus (COVID-19) but who are at home as a result of the Coronavirus (COVID-19) should have access to remote education by the next school day.

Halliford School staff will:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- give access to high quality remote education resources.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- set assignments so that students have meaningful and ambitious work each day in a number of different subjects.
- set work that is of equivalent length to the teaching students would receive in school, and as a minimum:
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- have systems for checking, at least weekly, whether students are engaging with their work, and inform parents immediately where engagement is a concern.
- gauge how well students are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding

## Replicating the classroom remotely

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. Therefore Halliford staff will support students by:

- ensuring students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling students to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

## **SECTION THREE: Teaching from school to remote learners**

### **When individuals are isolating**

Teachers will check at the start of the day which students are learning remotely.

Teachers will be available online throughout the timetabled lesson. The timetabled lesson must correspond to the curriculum being delivered and fit into the departments' scheme of work (which may have been adapted if the period of remote learning is identified as being substantial) They should deliver their lesson via teams with both camera and microphone on. The expectation is not that a teacher will talk for an entire lesson but must be available to introduce objectives, explain concepts and tasks, answer questions, follow up homework and to provide feedback as required.

Resources for every lesson should be available on Teams and easily located through and organised set of files for that team.

Absence from a lesson should be recorded normally, as should behaviour points and merits, which can be assigned by both the class and cover teacher via iSAMS.

Homework should be only be set in Year 10 and above and line with the homework timetable and recorded in the assignments tab for that classes' tab.

### **When groups or sets are isolating**

This should be carried out as close to a live lesson as possible, including video been streamed whilst being focussed on the whiteboard or any demonstrations that students would normally be able to see. As with other lessons, if a long task is set, teachers should remain online to assist students. Homework should be set as usual in Year 10 and above. Absence from a lesson should be recorded normally, as should behaviour points and merits, which can be assigned by both the class and cover teacher via iSAMS.

## **SECTION FOUR: Teaching from home to students in school**

Teachers will be available online throughout the timetabled lesson. The timetabled lesson must correspond to the curriculum being delivered and fit into the Departments' Scheme of Work (which may have been adapted if the period of remote learning is identified as being substantial). They should deliver their lesson via Teams with both camera and microphone on. The expectation is not that a teacher will talk for an entire lesson but must be available to introduce objectives, explain concepts and tasks, answer questions, set / follow up homework and to provide feedback as required. Resources for every lesson should be available on Teams and easily located through an organised set of files for that team. Absence from a lesson should be recorded normally, as should behaviour points and merits, which can be assigned by both the class and cover teacher via iSAMS.

Homework should only be set in Year 10 and above and line with the homework timetable and recorded in the assignments tab for that classes' tab.

### **a) Streaming to Sixth form students**

Your lesson will not be covered. Instead, you should set up a meeting with your students via your calendar in Teams. Students should attend this lesson in their timetabled classroom – so that resources can be accessed, however they may use their phone or other device to access the lesson. Any resources required for the lesson should be uploaded onto teams. You should be able to interact with your students as you would on a normal Teams meeting. Please record the lesson.

### **b) Streaming to Years 8-11**

Your lesson will be covered. You will be informed via the cover sent by Mr Bown who will be covering your lesson. In advance of the lesson, please send that member of staff a quick task / starter / 'do now' task that they can display whilst they are setting up the technology etc. The cover teacher will still need to take the register and supervise students. Students must sit in their usual seating plan. The cover teacher must be supplied with this prior to the lesson to minimise the number of students sent home if a student is identified as positive.

The member of staff in school will log onto their laptop (equipped with external speaker and microphone and ethernet cable) in the timetabled classroom and start a Teams call with you. You can then instruct students from your device to complete tasks in the classroom. If students have questions, they communicate this via the microphone. In rooms with a BENQ board, and HDMI cable can be used to project the teacher onto the screen and use the BENQ board speakers)

Please remember that you may not be the only person not in school from that lesson- some students may also have to join the meeting if they too are isolating. Please ensure the cover teacher has the resources for the lesson in advance of starting the teams call. The cover teacher needs to check the remote learning list on teams and ensure that isolating students can still access the lesson.

c) **Streaming to Year 7**

Your lesson will be covered. You will be informed via the cover sent by Mr Bown who will be covering your lesson. In advance of the lesson, please send that member of staff a quick task / starter / 'do now' task that they can display whilst they are setting up the technology etc. The cover teacher will still need to take the register and supervise students. Students must sit in their usual seating plan. The cover teacher must be supplied with this prior to the lesson to minimise the number of students sent home if a student is identified as positive.

Your lesson will be covered. Set up a Teams meeting in your calendar with all students in your teaching group. You can then instruct students from your device to their MS GO device to complete tasks in the classroom. If students have questions, student can message or verbally ask questions. The cover teacher will still need to take the register and supervise the students. Please remember that you may not be the only person not in school from that lesson- some students may also have to join the meeting if they too are self-isolating. Please ensure the cover teacher has any printed resources for the lesson in advance of starting the Teams call.

## **SECTION FIVE: Teaching from Home to remote learners**

Teachers will be available online throughout the timetabled lesson. The timetabled lesson must correspond to the curriculum being delivered and fit into the Departments' Scheme of Work (which may have been adapted if the period of remote learning is identified as being substantial). They should deliver their lesson via Teams with both camera and microphone on. The expectation is not that a teacher will talk for an entire lesson but must be available to introduce objectives, explain concepts and tasks, answer questions, follow up homework and to provide feedback as required.

In line with the safeguarding policy, lessons should be recorded and backgrounds appropriate or blurred.

Resources for every lesson should be available on Teams and easily located through and organised set of files for that team.

Absence from a lesson should be recorded normally, as should behaviour points and merits, via iSAMS.

Homework should be set in line with the homework timetable and recorded in the assignments tab for that classes' tab.

Lessons should start punctually, and student lateness should be recorded appropriately.

Staff should refer to the guidance for remote learning for more details including safeguarding and the roles of form tutors.

## **SECTION SIX: Provision for children of key workers and students studying in school**

At least at the start of term January 2020 w/c 4<sup>th</sup> January, some students may need to come into school as they are the children of parents who are both key workers. They will be taught remotely and even if their teacher is in school delivering an online lesson. They will access it remotely from either a lower or upper bubble supervised teaching room as necessary. They will access it either using either their own device or a laptop issued to them. Mr Fulford is to oversee the provision for these students.