Ysgol Bae Baglan

Remote Learning Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: October 21st 2020

Chairman..

Remote Learning Policy

Remote Learning is necessary when pupils and teachers are not able to have face to face contact in the usual school environment.   There are many scenarios in which remote learning will be required, but recently the impact of COVID19 on normal school lessons means that remote learning is now more important than ever.

Remote learning may be activated in response to the absence of pupils, staff or both. Typical situations may be:

- Pupils or staff self-isolating due to COVID19
- Pupil exclusion
- Other authorised pupil absences.

Remote learning will not be undertaken where pupils or staff are absent from school due to illness or where a pupil's absence is recorded as unauthorised. No member of staff will be expected to engage in remote learning during any period that they would not normally be expected to work.

Staff responsibilities

Senior Leadership Team

- Inform staff of periods when Remote Learning is necessary for whole year groups or classes.

- Ensure regular training during INSET for staff to access the latest technologies and provide opportunities to develop and share pedagogical practices.

- Ensure help, advice and support is available for pupils, parents and staff to ensure engagement and the full benefits of remote learning are realised.

- Monitor, review and support engagement in remote learning by pupils and staff

- Regularly review practice and policy to reflect changing advice, pedagogy and technological changes.

- Ensure resources including a Learning Platform are available to pupils, parents and staff to use for remote learning.

Heads of School, Wellbeing Directors

- Inform staff or periods when Remote Learning is necessary for individual pupils.

- Monitor and evaluate the provision of home learning for individual pupils and feedback to Heads of Department.

- Arrange times during registration periods to advise and support engagement with the learning platform.

IT Support

- Ensure the provision of usernames, passwords and PINS for school systems including the learning platform.

- Respond to IT email queries including resetting passwords or PINS for parents, pupils and staff.

- Support staff training during INSET

- Maintain web pages for pupils and staff with latest advice and guidance.

Heads of Department

- Monitor and evaluate the provision of home learning during periods where whole year groups or classes are engaged.

- Support the development of home leaning pedagogy.

- Feedback to SLT through Curriculum meetings.

Teachers

- Prepare and set work for pupils through the Learning Platform

- Collect work remotely, mark work and feedback to pupils

- Record outcomes where appropriate and feedback pupil engagement to Heads of Department.

Our Learning Platform

All remote learning will be set and accessed through the Satchel One platform. This platform allows staff to publish a range of resources or links to other resources available in school. Work may be in the form of:

- Simple instructions which are based on work already started.
- PDF resources and worksheets which can be added as attachments
- Links to tutorial videos and websites, including paid resources. E.g. GCSE Pod, Mathswatch.
- Interactive and self-marking quizzes
- Links to OneNote Class Notebooks which contain lesson resources and notes
- Scheduled timings for video conferenced lessons and links to Teams meetings.
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Expectations for staff

Where whole year groups or classes require remote learning, staff are expected to use the time that they would otherwise be teaching to engage in remote learning activities, including setting work, marking, feeding back to pupils, or engaging in interactive sessions through electronic comments, audio chat or video.

Lessons are expected to be adapted to best suit remote learning. This means that all resources should be accessible and provided in PDF or an online format that does not require additional software. Staff should consider the limitations presented by the different technologies that pupils will have access to.

Where individual pupils are remote learning, the increased workload should be minimised by providing the same resources as have already been prepared for the rest of the class, whilst ensuring an accessible format.

Where pupils are normally provided with materials which are specially adapted, this should continue during periods of remote learning.

Work should be set in small, manageable quantities on a regular basis so that pupils receive a reasonable amount of work for each day. Staff can use PPA time to set work and can schedule work to be published on the day of their lesson.

There is no expectation that staff will engage with video lessons, but if staff do not then they must use alternative methods to ensure pupils can ask questions about their work and receive feedback on their progress.

Expectations for pupils

Pupils are expected to download and install the learning platform on personal mobile devices or regularly access the online version of the learning platform from home.

There is the same expectations for completion and submission of work when learning remotely as when in school. Pupils should report to their registration teacher if they need support in accessing the learning platform and should discuss via comments, audio chat or video with their teachers if they have difficulties with their work.

Live Streaming

Approaches such as live video streaming may be practical and appropriate in certain circumstances particularly in support of learner engagement and wellbeing. They may be less appropriate for demonstrating and teaching as many 'how to' and demonstration videos are already available on YouTube and from other sources such as GCSE Pod and MathsWatch. Live streaming lessons with learners is most useful for keeping in contact with learners, checking on their learning and giving feedback.

Any live-streaming is done on a voluntary basis – staff are not directed to undertake live-streaming of lessons.

All live streaming must be done through Microsoft Teams using a school device.

All live steaming lessons must be attended by two staff members for the full duration.

All live streaming lessons must be scheduled for a time when the class would normally be taught.

The live streaming lesson should be planned and sufficient notice given to learners and parents/carers.   Planned lessons should be given as homework on Satchel One and best practice is to share the link to the meeting within the homework task.

Staff should be aware that pupils will need their school or hwb usernames and passwords and an internet enabled device to access live streaming.

The content of discussions during live streaming lessons should be based on learning or wellbeing but staff should be mindful of the need for sensitivity when conducting a meeting or if you are live streaming a lesson from a venue where other adults or children are present.

Incidents of misuse must be reported immediately to the Headteacher and Deputy Headteachers. If a lesson is persistently disrupted, then the meeting should be ended.

Staff must remember their legal duty to report safeguarding concerns to the Designated Safeguarding Person or one of the four Deputy Safeguarding Persons. If for any reason you cannot contact the Designated Senior Person for Child Protection for your school, contact the local authority Children's Services Team and report your concerns. If you think a child or young person is in immediate danger then contact the police on 999.

Staff must not have one-to-one live-streaming lessons with learners.

Meetings must start in a coordinated manner between two staff, so they enter at the same time. Meetings must be ended by staff choosing End Meeting which ends the meeting for all, not using the hang up red button.

Live streaming lessons which include pupils must not be recorded. If you intend on recording a lesson to share with learners at a later date, this should be done as an activity without learners being present in the recording. Recorded asynchronous lessons do not require two staff.

Advice to staff before scheduling a Teams Meeting

What will the pupils get out of a meeting that they couldn't otherwise get by other means, e.g. looking at resources and published videos?

How will the meeting support other work you are publishing?

There is a requirement to work with another member of staff, so this will take up their time too. What is the least amount of time that you can schedule so that another staff member will also be available? – perhaps not someone in the same department.

Do you need to have a practice meeting with just staff or staff and 'trusted' pupils?

How will you manage where and when you do the meetings? Have you got a space where you will not be disturbed? Choose a neutral location that is appropriate and safe.

Consider carefully what is in view of the camera, i.e. check that the background is professional and does not contain images or information that should not be shared or that could be deemed inappropriate. It may be helpful to ask a 'critical friend' to check what is in view of the camera.

Do you need to show your face, or would you be more comfortable just sharing your screen? for example PowerPoints and live inking in OneNote.

How many pupils will you meet with during any event? - if pupils are going to speak, we recommend not doing this with a whole class - Divide your class into manageable groups.

Be mindful that not all learners will want to switch their camera on – you should make turning the camera on optional or you may want to insist that cameras are off.

Encourage learners to work from a suitable shared home location where they feel comfortable, preferably accompanied by their parent/carer.

Decide on another member of staff who will co-host your meeting and discuss timings.

Prepare any materials e.g. Powerpoint or Notebooks – you can also do live inking during your meeting so might want to duplicate any useful slides or pages so that you can use them with different groups.

Ensure all other apps including email are closed. Ensure that you are not sharing anything other than lesson materials.

When working with children and young people you should clearly set out acceptable behaviours and expectations at the beginning of each session. These are outlined on a PowerPoint presentation slide that has been provided to all staff.

      a.   Clearly communicate that 'classroom standard' of behaviour is expected from all attendees.

      b.   Establish expectations from the outset.

      c.   Create and agree clear ground rules and standards of behaviour based on our existing school behaviour management policy.

Think about the rules you will introduce at the beginning of the session, e.g. who can speak, how to ask a question or ask for help. If this is the first time that lessons are delivered online, it may take some time in becoming familiar with the new environment. Using the chat function will allow the structured engagement with attendees.