



Great Marlow School: Remote Learning Policy

Date: June 2022

Rationale

In the event of students not being able to physically attend school due to exceptional circumstances including a pandemic Great Marlow School remains committed to the school's vision and values:

- A high quality learning environment that inspires all students, staff and the community to be compassionate, successful and resilient contributors to a better society.
- A place where opportunities are created, potential is realised and excellence is achieved.
- A compassionate and honest approach to achieving excellence

In the event of a period where the school is required to operate differently the school would implement a policy of remote learning that would apply if a high proportion of the students were healthy, and able to work at/ from home.

In the case of teachers at the school there would be the expectation that unless otherwise instructed they attend their normal place of work to deliver remote learning. This policy would not apply in the event of a short term closure, for example as a result of inclement weather. Remote learning may also be appropriate and relevant if students are suffering a short or longer term illness or following an infectious disease outbreak and students are self-isolating at home.

Remote learning would not apply in a certain number of cases. For example, if a student

- was absent from school without parental permission
- was absent as a result of being in contravention of school or government guidance regarding taking holidays in school time

The policy may be revised if necessary in light of changing circumstances and/ or the experiences of remote learning.

Remote learning in the event of exceptional circumstances e.g School Only Open to Vulnerable Children and Children of Key Workers

In the event of students not being able to physically attend school due to exceptional circumstances, Great Marlow School will provide work through the Microsoft Teams (MT) platform. All students will be expected to log on to MT by 8.30am and where whole form groups are absent/ isolating they will be invited to join registration at 8.40am

- Teachers will engage in live learning conversations with students through Microsoft Teams and the lessons will commence at the normal lesson time on a students' timetable. These sessions may not last for the 1 hour duration of the lesson but teachers should be available for the lesson duration to support learning
- Students should complete the work set as instructed by the class teacher – this may be in their exercise book/ folder or electronically in the class notebook function of Microsoft Teams
- During a period of exceptional circumstances staff will where possible and appropriate feedback to students in accordance with the school/ departmental feedback policy

If a student is having difficulty logging in they should make contact with their form tutor in the first instance.

Please note that for some teachers their own personal circumstances may restrict their ability to engage in live learning conversations with students during a period of exceptional circumstances and in these situations work will ideally be set by the classroom teacher by the start of the lesson.

Opportunities are Created • Potential is Realised • Excellence is Achieved



Remote learning for individual students/and or groups of students (groups being less than a full class)

When students have been asked to self-isolate for a period of time, teachers should wherever appropriate and possible invite students to participate in a live way in their lesson via MS Teams (MT). This may not always be possible on the first day of an absence for self-isolation.

Remote learning in the event of a whole teaching group/ majority of a teaching group not being able to physically attend school

In the event of a whole teaching group isolating from school the classroom teacher (in school or isolating themselves) should invite students to attend a remote learning experience. The invitation should be sent via MT by 8.30 on the day of the lesson. In this circumstance the classroom teacher should plan learning for the duration of the lesson. Attendance to that lesson does not need to be marked on SIMS but it would be good practice for the classroom teacher to keep a record of which students joined the lesson.

Remote learning Tutor Period in the event of a whole form group being absent from school

The form tutor should invite tutees to registration as normal and go through (as close as is practically possible) the arranged form activities for that day. In some year groups the form group will be the teaching group for the majority, and in some cases all of the student's subjects. The form tutor should check with the students that they have received invites to their lessons (this should have been done by the classroom teacher by 8.30am). Where students have not been invited to a live learning experience the form tutor should in the first instance inform their Director of Learning.

Remote learning in the event of a year group not being able to physically attend school

In this circumstance when the rest of the school is operational but a whole year group is not on the school site then teachers will engage in live learning conversations with students through the MT platform. Lessons will commence at the allocated time on the students' timetable. For further information please see the detail on Live Learning Conversations.

Remote learning when the school is operating on a rota basis to reduce actual numbers of students in school

The decision to run on an in-school attendance rota basis may be taken for a number of reasons. These reasons include high level of staff absence which means that the school cannot function in the normal way or a directive from the government that limits the amount of students that there can be in a classroom/ on a school site at any one time. This could result in a proportion of the students in each class attending the school at any one time.



Remote learning for staff who are self-isolating for a period of time from their normal place of work

If a member of staff is self-isolating and unable to attend their normal place of work they should inform their Head of Department and member of staff who is responsible for organising the cover of lessons. ***If the member of staff who is self-isolating is well enough to teach they should aim to teach as many of their subject lessons as possible through MS Teams (MT) and follow where appropriate and practically possible the normal scheme of work for that class.***

The lesson that is being taught remotely will have a cover supervisor/ member of staff/ supervising adult in the room. The member of staff who is supervising the cover lesson will need to be added to the team so that they are able to log in to MT and access the lesson that is being taught.

It may not be appropriate or necessary for the member of staff who is teaching remotely to stay in the lesson for the whole hour. However, they should be available to answer questions from the students or member of staff covering the lesson during the time of the teaching period and should aim to join the lesson at points in the teaching period to check that students are clear on what they are learning or being asked to do.

Where practically possible it is good practice to inform the cover teacher of a brief overview of the lesson (via email) prior to the cover lesson commencing, so that the cover teacher is aware of the lesson plan/ theme/ topic and can also inform the students of the protocol and expectations for that lesson. The member of staff who is responsible for cover at the school will inform a member of staff as soon as possible if they are covering a lesson and will then inform the isolating teacher who is covering the lesson.

If an isolating member of staff feels that they are unable to teach all/ some or individual lessons remotely during the period of self-isolation then this should be communicated to their Head of Department who should then liaise with their LT line manager.

When a member of staff is self-isolating it would be good practice although not essential for the member of staff/ Head of Department to communicate to the parents/ carers of the teaching group and inform them that for a period of time the classroom teacher will be teaching remotely.



Approaches to Remote Learning

Situation	Approach
1. Student absent with Illness/injury (Not COVID related)	<p>Work will be set on Teams for the student(s) to complete. Teachers will endeavour to set the work on the day of the lesson but this may not always be possible, particularly on the first day of absence. The expectation is that work will be set, at the latest by the end of the following day.</p> <p>The work set will allow the student to access learning materials but these may not be the same materials or resources that were used in the in-school lesson.</p>
2. Student absent with symptoms and awaiting test or test results and/or Household Isolating	
3. Student Quarantining	
4. Individual students with Coronavirus	
5. Whole Class Self Isolation/or working from home due to an insufficient number of teachers to run the curriculum	<p>Work will be set on Teams for the student(s) to complete. Wherever possible, the class will be invited to participate in a live learning conversation for a minimum of 20 minutes over Teams video/audio conference facility to support the work set for each lesson. Lessons will follow the school timetable and each will begin with a live learning conversation unless communicated otherwise.</p>
6. Whole Year Group Self Isolation/or working from home due to an insufficient number of teachers to run the curriculum	
7. Partial School Opening (teaching half classes in school on a rota basis to reduce actual numbers of students in school)	<p>Work will be set on Teams for the student(s) to complete. The half class, not in school, will be invited, whenever possible, to participate in a live learning conversation for a minimum of 20 minutes over Teams video/audio conference facility to support the work set for each lesson.</p>

Notes:

- At Key Stage 5 only students can be invited to participate in live learning conversations in Microsoft Teams through scenarios 1-4
- Live learning conversations are unlikely to last for the whole lesson
- When setting work on Teams it is acceptable to put a brief post out to the class:

@2014 KS5 D - Ge1 Geography Classwork 25/9/20: For the students who were absent from the lesson today please access lesson 5 in Files and look at the PowerPoint. Answer questions on slides 4, 6 and 8



Setting of tasks using Teams

Subject areas will where possible and appropriate set work in accordance with existing schemes of work and will aim to allow students to make progress at the same pace as they would in school. Some tasks set may require a different approach from both teacher and student, but should replicate where possible, the level of challenge that would be appropriate to a 'normal' classroom environment. Students to date, have shown a great deal of resilience and resourcefulness and the tasks set will take account of this and the student's ability to work independently.

Tasks set will be set through Microsoft Teams. It will be the responsibility of the subject leader to determine and inform staff and students of the method by which classwork is communicated to students through MT in that department. It may appear as a **post** or the work will be put into the classwork function of **class notebook**. For assessed work that will receive developmental feedback work will be set using the **assignments** function of MT.

Live learning conversations

Subject areas will be requested to deliver live learning conversations in the event of students not being able to physically attend school due to exceptional circumstances. These sessions will commence at the allocated time on the timetable but may not last for the duration of the lesson. Students will be expected to participate in these sessions, respond to teacher questions and follow the instructions given in terms of the work to be completed.

These live learning conversations may be in the format of audio or video conversations with a minimum expectation of a 20 minute live learning conversation over the course of the lesson. This could be broken into different time segments.

At Key Stage 5 only, when a student is absent (see table 1) they will receive an invite to the lesson that they are missing through Microsoft Teams and be expected to join that lesson from home. This may happen at Key Stage 3 or 4. Although the student will receive an invitation to the lesson and the classroom teacher will make every effort to ensure that the learning experience the students(s) receive is of a high quality the students may not have access to all the resources/ materials that the students in the classroom environment will have.

As stated earlier:

Please note that for some teachers their own personal circumstances may restrict their ability to engage in live learning conversations with students during a period of exceptional circumstances and in these situations work will ideally be set by the classroom teacher by the start of the lesson.

Feedback and assessment

Developmental feedback is essential for students to make progress and is a key ingredient in the delivery of high quality teaching and learning. Teachers will provide feedback in a number of different ways:

- Through live learning conversations.
- **In accordance with the school/ departmental feedback policy that states ' review/ detailed feedback of identified pieces of work should take place at least twice each half term for subjects with an average of more than one lesson per week and once a half term for subjects with one lesson per week'.**

Work that will receive detailed feedback will be set through the assignments function of MT. Students should submit this work through MT and will receive feedback from staff on the work submitted.

Teachers may also provide feedback through

- The school email system – either to individuals or class groups
- Oral feedback through Teams
- Live learning conversations



Expectations of students

If a student is well enough, they are expected to participate as fully as possible in registration and all lessons through remote learning. This includes attending and participating in live learning conversations, submitting work as requested by the teacher and completing, when set independent/ preparatory work.

Students should log on to Microsoft Teams by 8.40 and participate in form group activities.

A student who is unable to participate in live learning conversations or complete work that has been set due to illness will be supported to catch up on this work either through home learning or when the school re-opens and the student returns to school.

If there are questions from a student relating to tasks that have been set then they should communicate this in the first instance to their classroom teacher through the post function on MT or via email communication from their school email address to the teachers email address.

Should there be wider concerns from the student then these should be communicated to the Director of Learning or Student Support Officer for that year group.

Students should submit work in accordance with the instruction(s) they receive from the subject teacher.

If parents/ carers have questions regarding the work set they should communicate this in the first instance to the classroom teacher via email (teacher initial/ surname @gms.bucks.sch.uk)

Student Participation in Teams Lessons

Working across a video-conferencing platform is something many students and staff are now familiar with. In working in this way students and staff involved need to understand expectations and matters of safeguarding. Even though you will be in your home, you should consider a Microsoft Teams live learning conversation to be a part of school. As such, our school rules apply:

- We respect ourselves, each other and the school community
- We are safe and act responsibly
- We are ready to learn and make progress

Positive and Safe Behaviours

- Conduct yourself as you would in a normal learning environment and be punctual to the start of the lesson/ live learning conversation
- Use appropriate language and contribute when requested. As you would in the classroom environment – respect the opinion of others.
- Wear appropriate clothing and choose an appropriate location for the live learning conversation
- Be punctual
- Refrain from personal comments – especially regarding the location of other students
- Do not generate comments or content that hinders the good order of the session e.g. unnecessary messaging in the chat.
- Allow the teacher to lead the learning conversation
- The meeting is private and cannot be recorded or shared – all content is subject to the same policies regarding behaviour and use of technology that we have in school. School sanctions can reasonably be applied to behaviour that breaches our policies.
- Do not use Teams video conferencing feature to contact teachers at any time other than a designated lesson time – only use the POST feature to contact the teacher



- Other family members should not contribute or be involved in the live learning conversation. We understand that other people may well be 'seen' on screen in some households but they cannot be involved and you may be removed from the meeting if this occurs.
- Teachers can instigate meetings with parents/ carers through MT but it is entirely up to the parent/ carer if they want to conduct a meeting/ conversation with a member of staff in this way
- Teachers will endeavour to respond to all communications within 24 working hours. Please remember that members of staff will only be accessing communication between the hours of 8.00-4.30pm.

Expectations of teachers and subject areas

Teachers will be expected to be at school even in the event of a year group/ school lockdown unless otherwise informed by the Headteacher.

Teachers who are at home, self- isolating, household isolating, quarantining or awaiting a test result should set work on MS Teams and wherever possible this should be supplemented by live learning conversations on MS Teams.

Teachers will be provided with a school device to use. If there are IT related issues please contact ithelpdesk@gms.bucks.sch.uk

- In the event of students not being able to physically attend school due to exceptional circumstances teachers are expected to engage in live learning conversations with their teaching groups. Where this is not possible the class teacher should inform their Head of Department and set appropriate work for that teaching group. The Head of Department should communicate this to the Leadership Team Line Manager for the department.
- At Key Stage 5 when a student is absent due to self-isolation or for shielding the student will receive an invite to the lesson through Microsoft Teams and be expected to join that lesson from home. This will not happen at Key Stage 3 or 4.
- Teachers should where possible set work in accordance with departmental Schemes of Work. Where this is not possible it is the responsibility of the Head of Department to support teachers in the department in setting appropriate work.
- Work set should, where possible allow the students to have a range of activities to do so that work is not exclusively limited to the screen.
- Heads of Department have responsibility for overseeing the quality of work set in their department in accordance with the Quality Assurance (QA) policy.
- Feedback should take place in accordance with the school/ departmental feedback policy. Feedback should be detailed and developmental in nature.
- Where there are concerns regarding the frequency with which a student is engaged with their learning then the subject teacher should continue with the normal routines in place in terms of contacting parents, liaising where appropriate with the form tutor, Director of Learning and/ or Head of Department
- All teachers at the school have been trained in the use of Microsoft Teams, which in the event of a school shutdown will be the main platform of communication. Teachers who require support on Teams in the event of students not being able to physically attend school due to exceptional circumstances should contact a member of staff from the Microsoft Teams support team or the ithelpdesk@gms.bucks.sch.uk
- Teachers who require support, when the school is operating in exceptional circumstances with remote learning should in the first instance communicate this to their Head of Department who if unable to support the teacher will seek further assistance from their LT LM or Deputy Headteacher for Teaching and Learning.
- Teachers should be contactable remotely by their colleagues, parents and students during the course of the normal working day. For those teachers that are part-time the expectation is that you are contactable only on the days that you are contracted to work.
- Heads of Department and Leadership team line managers should use Microsoft Teams to conduct meetings in accordance with the normal meeting schedule in place



- All forms of communication should take place through official school channels – school email and Microsoft Teams
- All staff at the school retain their roles and responsibilities in a period of lockdown unless otherwise instructed by the Headteacher.

Pastoral care during a school closure

In the event of a school closure the primary responsibility for the pastoral care of students is with the parent(s)/ carer(s). Form tutors are expected to conduct registration through Microsoft Teams and if they have concerns regarding a students they should contact the appropriate person. This could be the parent/ carer or within school the Director of Learning for that year group.

Supporting remote education where a student does not have digital or online access

When there is a situation where a student does not have access to a device that will allow them to engage with remote learning, the school will provide a student with a device to use for that period of time. Parents/ carers should in the first instance make contact with the Director of Learning for their child's year who will in liaison with the leadership team and IT Manager will aim to secure a device for use.

Where there are concerns with internet connection at home the school will look to support students. Contact should in the first instance be made with the Director of Learning or Student Support Officer for that year group who will then seek support from the IT Manager/ Team.

Engagement and feedback during remote learning

a) Parental/ carer support for home learning

Students are expected to log on to Microsoft Teams in time for their registration period at 8.40. There is no requirement for students in the Sixth Form to do this.

Students are expected to engage in all lessons in accordance with their normal timetable.

Parents and carers are encouraged to support their child (ren) in developing positive routines that will support their learning, such as attending morning registration and finding a location that is conducive to a positive home learning experience.

Parents and carers are politely requested not to contribute in any way to live learning conversations during a period or remote learning. Any communication to the classroom teacher or with other staff at the school should be made in the normal way and in the first instance the use of emails is encouraged.

b) Remote education – monitoring student engagement

A register is taken at the start of each day and at the start of each lesson.

The Director of Learning (DoL) and Student Support Officer (SSO) for the year group monitor attendance to form time in their year group Where there are concerns with a lack of attendance to lessons/ engagement with remote education the DoL/ SSO will communicate this to the parent/ carer in the first instance.



In a situation where a student is missing a particular subject lesson on a regular basis the classroom teacher may decide to make the call home themselves but should seek clarification of any potential issues/ concerns from the DoL/ SSO.

Where there are direct concerns about a lack of engagement from a student the SSO for that year group in consultation with the DoL will make contact with the parent/ carer to discuss strategies to improve engagement.

c) **Assessing student work and progress**

During a period of remote education the school feedback policy will remain in operation and students will receive detailed development feedback in accordance with the policy. The policy states that:

- in subjects where students are seen on average more than once a week detailed feedback will be provided twice per half term.
- in subjects where students are seen on average for one lesson a week they will receive detailed feedback once per half term

Departments will in accordance with their own departmental feedback policy identify a range of methods that can be used to provide students with feedback. The use of Microsoft Teams to provide feedback through both the class notebook and assignments function is used by many departments within the school.

Students will also receive direct feedback from the classroom teacher during live learning conversations/ class discussion.

Where appropriate and operationally possible the normal reporting cycle, internal examinations and Parents/ Carers evenings will continue as detailed in the school calendar. Examinations/ Parents/ Carers evenings may need to operate remotely in this period.

Additional support for students with particular needs

Remote education for students with SEND

Students with Education Health and Care Plans are remotely supported by members of the Learning Support team through daily emails to students and parents. In selected cases members of the Learning Support Team will attend Teams lessons.

This support in a Teams lesson can be through a Learning Support channel or a breakout room along with individual meetings in Teams if required.

Students working on site with Education Health and Care Plans are being supported by Learning Support Assistants in the classroom/ designated year group location.