

Remote Teaching and Learning Policy

This Policy applies to the whole school and is published for staff colleagues, parents, and pupils and is available on the School's website.

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Longridge Towers School is a 3 - 19 school. Whilst understanding that in legal terms, in Scotland a young person is deemed an adult at 16, and in England an adult at 18. The following policy aides the School in the managing of appropriate behaviour and in its duties in safeguarding all members of the School community. Therefore, for the purpose of clarity, the term pupil in this context encompasses those who are registered to attend classes regardless of age and legal status as an adult. We expect all pupils to abide by our school rules and policies, irrespective of their age.

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1. Background

The purpose of this policy is to set out the School's provision for ensuring its pupils are provided with on-going education in unusual circumstances. Such circumstances might include periods of adverse weather conditions, and extended power-loss or other utility provision loss on the School site. It must be noted that at times in period of adverse weather some pupils and staff may not be able to connect digitally. This policy has been updated following the Covid-19 pandemic. At the time of writing, pupils and staff are required to attend School, unless they have symptoms of Covid-19.

2. Context

This policy should be read in conjunction with the Child Protection (Safeguarding) Policy, Acceptable Use of Mobile Phone and Portable Communication Devices, the Behaviour Policy, the Whole School Mental Health and Wellbeing Policy and the Anti-bullying Policy. The operation of this policy in respect of ICT aspects is managed by the IT Manager; in respect of safeguarding, by the Designated Safeguarding Lead; and curriculum matters by the School's Deputy Head and Head of the Junior Department.

3. Purpose

The purposes of this policy are:

- To outline procedures and practice for pupils who are at home, and who are otherwise fit and healthy, to continue with their learning;
- To outline procedures and practice for staff who are at home, and who are otherwise fit and healthy, to continue with teaching, setting, marking and feeding back on pupil work;
- To clarify roles and responsibilities within the School;
- To clarify teaching and learning resources for online learning, and give guidance on how they should be used;
- To clarify safeguarding in relation to online learning.

The Department for Education Remote Education Good Practice guidance can be found at:

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

4. Preparation

The School already uses a number of online resources to support the learning of its pupils. Current curriculum planning includes the identification and use of ICT opportunities in each subject area. Staff all have experience of using a variety of ICT related resources to support both their teaching and the pastoral welfare of pupils.

Senior School pupils and staff all have Its-interactive accounts and Google Classroom access. Junior School pupils have access to Purple Mash and from Year 2 have Its-interactive accounts and can utilise the Google Classroom platform. With the agreement of classroom teachers, parents of younger pupils may be asked to act as 'guardians' to help them access these platforms.

Staff can access their School files remotely if required. Information saved on pupils' folders in school can be provided through Google drive, if requested, and in line with General Data Protection Regulations.

The School has a small number of laptops/Chromebooks that it can lend to staff or pupils who do not have this facility at home during periods of required remote teaching.

Staff are supported through regular ongoing training and several staff are happy to support and assist colleagues in developing their ICT skills. During periods of closure, the School maintains appropriate contact with staff, to provide information and support with any technical or other issues.

The systems for remote teaching and learning were tested when the School closed for snow in February 2018, for Covid-19 in January 2021, and most recently after storm damage in November 2021. The IT team may be able to help with access to resources if network access is disrupted.

During the Covid-19 pandemic, key staff were permitted to travel to their place of work in order to carry out any work which they could only do on site. Where this was the case, a request was made to the Headmaster or Bursar who then agreed this in writing. This arrangement may be reinstated in the event of a local or

national lockdown being imposed again, and in line with whatever the current guidance of the Government is at the time.

5. Continuity of education

Where a pupil is absent due to illness, the expectation is that the pupil will be given opportunities and support to catch up on any missed work on their return to the School. In exceptional cases, there may be a short period of convalescence required at home, and where it is the case that a pupil feels well enough to complete work, parents should contact the pupil's Form Tutor, who will request and coordinate the sending home of work for completion via Google Classroom.

However, as a result of the experience during Covid-19, pupils may be healthy but required to stay at home under self-isolation guidance. Where this is the case, pupils are expected to continue engaging with staff who will provide meaningful learning experiences. These may not be in the same format as happens when pupils are present in school, and staff, pupils and parents should be mindful that some activities do not lend themselves readily to remote learning. The principles we adhere to are that a dialogue is maintained, whilst learning opportunities, feedback and support is offered.

- During a period of remote learning all pupils should expect daily contact with their Form Tutor from Monday to Friday inclusive either through Google Classroom, Google Meet or other means of communication unless an alternative arrangement has been agreed with Form Tutors in conjunction with the Headmaster or Head of the Junior Department.
- It is expected that teaching will support families who have established a routine at home and be flexible to accommodate individual needs. Subjects in the Senior School will be delivered following a similar structure to each pupil's timetable as for when physically present on site i.e. 30 sessions per week. Subject material may be shared at different times of the day, and possibly not on the first day of absence. Senior pupils will be expected to attend any online lessons (streamed) and to complete work in English, Mathematics, and sciences as an absolute minimum. A number of lessons may be interactive live 'streams' from the pupil's class.
- In the Junior Department, there will be a daily focus on English and Mathematics and other activities from across the curriculum will be shared to enrich the remote learning experience. This will take into consideration the needs of younger children and their parents. Again, the expectation is that pupils attend any online lessons and complete work in English and Mathematics as an absolute minimum; a number of these may be live 'streams'.
- There may also be optional enrichment and extension activities, such as those hosted for Duke of Edinburgh participants. Games and PE present more of a challenge, but pupils should use the time as an opportunity to take some form of exercise if they are able to at home.
- During periods of school closure, Senior pupils can expect their teachers to be contactable at the times when they would normally be attending that member of staff's lesson. It is anticipated that this will, in the main, be through its-interactive email or on Google Classroom. There may be specific circumstances where a telephone call at a convenient time might be more appropriate and this should take place at an arranged time which parents are aware of. Pupils can also expect to receive constructive feedback in a timely fashion and this may include requests for parental or self-assessment.
- Pastoral support will be provided remotely by Form Tutors, Heads of Year, the Head of Pastoral Care, Head and Deputy Head of the Junior Department and Matron as appropriate. Pupils should contact Form Tutors in the first instance. Senior School pupils can also share concerns via Tootoot.
- It is the School's aim that any communication received from a pupil or parent will be responded to within 24 hours Monday to Friday during term time where possible. Concerns arising at the weekend requiring a prompt response should be directed through Tootoot or, if they are from children in the Junior Department, to the Head of the Junior Department, or to the Deputy Head of the Junior Department.
- Where a member of staff is absent due to illness, the School will make cover provision as it would for a staff member's absence under normal circumstances.

- Where a member of staff is absent due to being required to self-isolate, they would be expected to prepare lessons for delivery by themselves remotely (if they are well enough) or by another member of staff on site. They would also be expected to provide support for any pupil receiving online teaching. Teaching staff are encouraged to teach from home when possible.

6. Remote Learning Practice and Recommendations

It is intended that remote learning is a positive experience for teachers, pupils and their parents. The School endeavours to ensure that this is done in as accessible and safe a way as possible. Staff are expected to use School approved applications for communication and the most common one which will be utilized for this purpose is Google Classroom and Google Meet alongside both School and interactive email accounts. Further guidance about online teaching and learning resources and their use is detailed below in point 6.3.

It should be understood that in certain circumstances, both staff and pupils will be working remotely, and this may make it difficult to access resources which they would normally have on the School site. The curriculum may require adjustment to accommodate this, but this will be done in a way which ensures that the important ideas and concepts are still taught.

It is recognised that learning and teaching online is highly demanding and more complex than learning and teaching face-to-face. As a result, teachers require additional time to plan and prepare materials and pupils require time to assimilate information. Pupils may require extra time away from a computer screen or their work to maintain their wellbeing. The guidance provided in this policy provides flexibility to accommodate individual requirements accordingly.

Pastoral care continues to be an important part of Longridge's holistic approach to education, and this will continue during periods of remote teaching and learning. Staff understand that this involves at times a more 'human' response than an email. There may be situations where a telephone call is more appropriate, or in particular circumstances, a video call with or without the camera enabled, such as via Google Meet. This will only be done if considered the best method of pastoral support in the situation, and with the agreement of staff, pupils and their parents in advance. It would be an expectation that if such a call is necessary, a parent or other responsible adult should be available to support the pupil at home.

Staff will inform the Designated Safeguarding Lead of any video contact relating to safeguarding matters. **Staff, pupils and parents should be aware that all Google Meet class sessions will be recorded for safeguarding purposes.**

6.1 Specific aspects of remote learning for pupils:

6.1.1 Pupil expectations in the Senior School in periods of full School closure (or for pupils who are well, but who are restricted from coming into school for an authorised reason such as for self-isolation):

- Endeavour to retain the structure of their current working day, making contact with their Form Tutor between 8.45 and 9.00am.
- Sign in to Google Classroom to check work set for each lesson that day.
- Follow their timetable as set i.e. 6 lessons per day will be provided.
- Check the class stream for that class for any changes related to that lesson e.g. another member of staff covering the class, or if a Google Meet session or live 'streamed' lesson is planned. Pupils are expected to attend all subject sessions, particularly those classes which are being live 'streamed'.
- Complete all set work and submit as required.
- Communicate via Google Classroom or its-interactive email with an appropriate member of staff if they do not understand the task or require assistance. This may be their class teacher, another member of staff who teaches the subject, or for some pupils, a member of the Learning Support Team.
- Make contact if they are unable to access material or ask their parents to make contact with School if there are issues related to accessing the internet at home.

- Receive SEND support, as appropriate and maintain contact with the support team in order to share how they are coping with online learning, or if they require assistance with or advice on tackling tasks and assignments.
- Have opportunities to catch up if, for any reason, it is not possible to participate in lessons on scheduled days in agreement with their teachers and parents.
- Senior pupils, especially exam year groups, are encouraged to be proactive about their online learning, and to take the opportunity to find relevant study and revision material if they are not able to access the class material.
- Have opportunities to provide feedback through school questionnaires about their working habits, studies and well-being, or in discussion with Form Tutor.

Pupil expectations in the Junior Department in periods of full School closure (or for pupils who are well, but who are restricted from coming into school for an authorised reason such as for self-isolation):

- For pupils in Early Years, contact will be made with parents and an overview of plans and activities for the week will be sent. There will be regular email contact made with parents of children in EYFS. In keeping with our Safeguarding Children: Use of Mobile Phones and Digital Photography Policy which is written in conjunction with the statutory requirements for the Early Years Foundation Stage, there will be no online streaming sessions for children in Early Years, although there may be some recorded video and recorded sessions, such as story times.
- Where possible, pupils should endeavour to complete the activities sent out by the class teacher each day. Class teachers will send out detailed instructions prior to each teaching day so that parents have time to read through the activities before the school day begins, and seek further clarification if required.
- For KS1 Junior pupils, contact will be made by the Form Tutor at the start of each day, and information shared as to work to be completed that day. This may include joining a live ‘streamed’ class session.
- For KS2 Junior pupils, contact will be made by the Form Tutor online at the start of each day of absence and information shared as to work to be completed that day. Pupils are expected to log in for English and Mathematics; this may be to attend a live ‘streamed’ session, or to access work to be completed at home. Pupils are expected to complete work each day for all other timetabled sessions in agreement with the class teacher.
- Complete the work and submit as required/instructed to do so.
- Communicate via Google Classroom or Its-interactive email with an appropriate member of staff if they do not understand the task or require assistance. This may be their class teacher or another member of staff who teaches the subject.
- Make contact if they are unable to access material or ask their parents to make contact with School if there are issues related to accessing the internet at home.
- For pupils who have a Personal Learning Plan (PLP), and receive SEND support, the Junior Department SENCo will maintain contact with pupils, in order to consider how they are coping with online learning, and if they require assistance with or advice on tackling tasks and assignments.
- Take opportunities to catch up if, for any reason, it is not possible to participate in lessons on the scheduled day in agreement with their teachers and parents.

6.1.2 Teacher expectations in periods of full School closure (or where staff are well, but are restricted from coming into school for an authorised reason such as for self-isolation):

- Be available for pupils to contact during the class times as per the timetable, in order to assist with queries. Where a member of staff is unavailable, cover will be provided by a staff colleague, and the class informed via the stream for that class.
- Make use of a wide variety of age appropriate resources which can be accessed by pupils. These may include worksheets, PowerPoint presentations, webinars, and recommended links. Staff will ensure that they have checked the suitability of the resource in terms of content, length and age appropriate material.
- Ensure that lessons are prepared and set on Google Classroom well in advance of that lesson.

- Ensure that the General Teacher access is set up for each Google Classroom group taught, in order to allow other staff access to support teaching appropriately e.g. Learning Support Staff, staff covering lessons.
- Prepare and deliver a minimum of one live lesson per week for each of their timetabled teaching groups unless teaching art, drama, music or ICT, where the expectation is the preparation and delivery of a minimum of one live lesson per fortnight for each of their timetabled teaching groups.
- Make use, as much as is possible, of rewards and sanctions in line with the School's Behaviour Policy.
- Report virtual attendance for lessons using 3SYS (alternative is Google Sheet if 3SYS is not accessible) and raise concerns, for example virtual absences or gaps in communication with their Head of Faculty, line-manager or pastoral staff as appropriate.
- Contact parents if there are any concerns about their child's learning. When using home phones, staff colleagues will use 141 before making calls. Staff colleagues will update their privacy settings when using personal mobiles.
- Make contact with their line-manager if they are unwell or unable to access material online.
- Expect Heads of Faculty/ senior staff to 'attend' some lessons remotely as part of virtual learning walks.
- Send changes to schemes of work to Heads of Faculty in the Senior School. Share weekly planning in the Junior Home School area in the Staff Shared drive in the Junior Department
- Not to be required to respond to email or work questions outside the hours of 8.45am and 4.45pm.
- Complete risk assessments in conjunction with the Designated Safeguarding Lead and IT Manager when considering using new or commercially provided software applications.
- Work in line with any updated pupil Personal Learning Plan (PLP) and/ or SEND guidance and to share progress against targets in the Senior School with the relevant SENDCo.

6.1.3 Parent expectations in periods of full School closure (or where their child is well, but is restricted from coming into school for an authorised reason such as for self-isolation):

- Encourage and support their children's work, including finding a safe and comfortable place to work, and trying wherever possible to find a structure to the working day. It is understood that where parents and siblings also require online access that this may mean that the normal scheduling for the timetabled day may not always be possible. It is helpful if parents would let the School know if this is likely to be an issue, in order that a plan for managing that pupil's learning can be agreed and shared with all relevant parties.
- During extended periods of closure, receive a copy of their child's timetable, or planned work for the week, as well as email contact details for teachers.
- Share any concerns about workload or school-work challenges with staff that you or your child are experiencing and to have these concerns acknowledged
- Contact the relevant member of staff regarding any concerns. If this is academic subject related, the contact would be the pupil's teacher or Head of Faculty. Please contact Form Tutors for pastoral matters, Heads of Year, or the Head or Deputy Head of the Junior Department. If you have a safeguarding concern, please contact our Designated Safeguarding Lead in the first instance on dsl@lts.org.uk or for urgent matters, by telephoning 07707 527666.
- Ensure, as far as is possible, that appropriate parental controls are in place in order to provide a safe and positive online experience for their child.

6.2 Specific aspects of remote learning for staff:

Teaching staff are expected to provide learning for their agreed timetabled classes unless unavailable due to illness/incapacity. In the event of a planned absence, the normal procedures for this should be followed as below:

- Lessons should be planned and resourced, though with the understanding that the member of staff covering may not be a subject specialist.
- Marking and feedback should be provided to support learning. It is recognised that this cannot always be as it would in face-to-face teaching. It will be provided in a constructive and timely manner wherever possible.

Staff should also expect to be asked to provide cover for an absent colleague, and staff will be advised in the usual way.

6.3 Online teaching and learning resources, and their use

The School currently uses the following platforms/ applications and methods to deliver online teaching:

- Google Classroom
- Kerboodle
- BBC Bitesize
- GCSEPod
- Youtube
- Quizlet
- Learning by Questions
- Purple Mash
- Seneca, Twinkl and Teachit

Parents should be aware that staff will use the method and platform/ application which best suits the material being taught. This means that staff may use a variety of the above, in addition to more traditional methods such as worksheets or note taking. Parents and pupils should please note that there is no expectation that all staff should or will make use of all of these. New software requests or recommendations should be discussed with the IT Manager in advance, to check for system compatibility.

Given the unique way of working online, the most appropriate method will take into account the age of the pupils, pupil ability, and participation access and group size. It is the responsibility of staff to check that the applications they use are age appropriate. They should use only School approved applications, and access should be set up through the School. New commercial applications should be avoided unless an appropriate safeguarding risk assessment has been carried out in conjunction with the Designated Safeguarding Lead and the IT Manager, and School approval given. Staff should also take into consideration their responsibilities in relation to the General Data Protection Regulations (GDPR).

6.3.1 Pupils should

- Use the above resources responsibly and ensure communications with teachers and fellow pupils is respectful and appropriate.
- Complete and submit work by the given deadlines or communicate with the appropriate member of staff wherever possible if there are circumstances which might require an adjustment on this.
- Engage to the best of their ability with online learning.
- Remind themselves of the School's Policy regarding Mobile Phones and Portable Communication Devices and the IT Acceptable Use Policy and be aware that this also applies to any devices, including computers and laptops, which they may be using at home to access their online learning.
- Understand that these measures are in place to help keep them safe online, and to make the learning experience a positive process for all.

Where interactive sessions are used, pupils should ensure that they are in a suitable environment. This should be in an open space and somewhere that an adult could monitor the session. Whilst there is no requirement to be wearing school uniform, the expectation is that appropriate casual clothing should be worn.

6.3.2 Teachers should:

- Provide clear instructions to accompany any tasks and be on hand to help those pupils who require further clarification.
- Ensure that a wide variety of learning opportunities are accessible to all ability levels.
- Ensure that learning opportunities are accessible to pupils who do not have internet access, or for whom internet access is poor or unreliable.
- Provide guidance as to how long they would expect pupils to spend on a given task, as well as guidance as to the depth and detail or responses required.

- Provide resources to support learning, having first ensured that they are age appropriate, relevant and which contextualise and/or support the main points of the lesson.
- Endeavour to provide a variety of learning experiences, so that children will not always require a computer to carry out tasks.
- When hosting Google Meet sessions, wait for all students to exit the session before leaving.
- Provide constructive and timely feedback to aid pupil progress as appropriate.
- Seek constructive feedback from pupils about their learning experiences in order to shape future lessons.

6.4 Safeguarding in relation to online learning

As with all the School's activities and learning opportunities, safeguarding remains a priority.

Due to the nature of digital learning using a virtual school environment, the School recognises that pupils will require support managing risk, in order that their experiences are positive and educational. The School's Child Protection (Safeguarding) Policy continues to apply in the same way that it would were pupils physically attending the School premises. Staff are particularly aware that online bullying may occur, and should be alert for this.

6.4.1 Pupils should:

- Read any advice issued via their Its-interactive account regarding how to keep themselves safe and also where support can be found to help them do this.
- Ensure that they comply with the School's Acceptable User Policy regarding Mobile Phones and Portable Communication Devices, understanding that this also covers home computers and other internet enabled devices.
- Cover any webcams during the course of an interactive learning session if appropriate.
- Speak with a trusted adult if they encounter something or someone online that makes them feel uncomfortable.
- Talk with the Designated Safeguarding Lead (DSL), or with a Deputy DSL, about any behaviour they encounter online which worries or scares them. This can be done through Tootoot, email or by contacting the DSL on 07770 527666.

6.4.2 Teachers should:

- Ensure that they maintain appropriate boundaries and professional standards of interaction whilst being supportive to pupils both academically and pastorally.
- Use the normal reporting channels for any concerns regarding the safety or welfare of a pupil.
- Ensure that any interactive sessions take place at the scheduled (agreed) times, and for which parents of pupils in the Junior Department should be informed of in advance. Where it is not possible for a teacher to be on school premises, an appropriately public area within their home should be used, with a neutral background.
- Ensure that interactive webinars are recorded and logged for safeguarding reasons.
- Ensure that webcams are covered or disabled during interactive sessions if appropriate.

6.4.3 Parents should:

- Ensure that equipment accessed by their children in the course of their online learning has age appropriate filtering.
- Check that webcams are covered or disabled for interactive sessions if appropriate.
- Provide appropriate supervision and support for their child (or children) whilst they are accessing online learning.
- Contact either the Designated Safeguarding Lead or a recommended organisation e.g. [NSPCC](#), [CEOP](#), [UK Safer Internet Centre](#) to seek advice, support or to share concerns about the behaviour of others online, whether they are members of the School community or not.

7. Managing Mental Health

The School recognises that pupils experiencing extended periods of time off site will miss the daily social contact that forms part of normal interactions both during lessons and break times. Social contact is widely recognised as an important factor in maintaining positive mental health and wellbeing.

There can also be other challenges for pupils accessing learning only through a remote online classroom, including distractions of home life, limited access to the internet due to other family members sharing resources simultaneously.

We also recognise that the majority of our parents are not teachers, nor do we expect them to be. We do understand that they may provide other experiences which have equal educational value for their child.

We acknowledge that at certain times, teaching and learning may not be the highest priority for either pupils or their families, and that personal circumstances will have the potential to impact both positively and negatively on mental health and wellbeing. The School wishes to be supportive of the Longridge community in managing this and understands that teaching and learning takes place most effectively when good mental health and wellbeing are in place. We therefore understand that pupils may not engage fully in work that has been set, or may struggle to complete tasks within the scheduled deadline. We would ask that, where this is the case, parents and pupils should communicate this to a member of the pastoral team - Form Tutors, Heads of Year, the Head or Head or Deputy Head of the Junior Department or the Head of Pastoral Care or Matron, so that this can be shared efficiently with appropriate staff, and the information used to provide support for pupils and their family.

Staff are also encouraged to contact their line manager or a member of the Senior Leadership Team if they too are finding working in this forum challenging. Again, this information will only be used to ensure that appropriate support is put in place.

The [NSPCC](#) have developed a number of resources to provide support, as have [Young Minds](#).

Suggested tips for supporting mental health and wellbeing include:

- Develop a structure to the day as quickly as possible.
- Try to maintain a balanced diet, and stay well hydrated.
- Have an aim or target for each day to focus on.
- Remain active. This may be difficult if there are restrictions on following normal routes for doing this, but there are a number of activity sessions which can be found on YouTube, for different ages, levels of fitness and availability of space and resources e.g. Joe Wicks.
- Maintain normal sleep patterns if possible.
- Vary activities during the day e.g. studying, listening to music, reading, watching videos or TV. It is also okay to just spend some time 'chilling out'.
- Maintain social contact with family and friends.
- For prolonged periods of time, consider learning a new skill. There are a number of online courses which can be accessed free of charge.

8. Policy Review

This policy has been extended following the recent Covid-19 pandemic. This process has involved consultation with staff, parents and pupils.

With the changing advice, we will review this policy again in August 2022. If you have any suggestions or concerns about this policy, please let the school know at enquiries@lts.org.uk.

9. Covid-19

During the on-going Covid-19 situation, the School will continue to make all decisions in the best interests of the pupils, and in line with current Government guidelines. As such, minor temporary variations may be required in respect of this policy. Such amendments will be shared as appropriate.