RGS Remote Learning Policy

November 2020

Addendum to Acceptable Use of ICT Policy

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1. Introduction - Relevant to Whole School Community.

For use in the event of a school closure or when students are asked to self-isolate, either because of a positive result or a request by the School or NHS Track and Trace. The School is committed to providing continuity of education to its students and will do so through a process of remote (online) learning.

Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but when a high proportion of students and teachers are healthy, and able to work as normal from home.

This policy will also apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming students are able to complete school work at home.

Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their sons from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

This policy will be reviewed on a yearly basis and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

This policy is for the whole school, including the Boarding House.

2. Remote Learning for Individual Students- Relevant to Whole School Community

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's Head of Year and Form Tutor. Subject staff will be responsible for providing work via Office365 Teams/Assignments and/or the VLE. If there are any issues with the compilation of work, Form Tutors should liaise with the relevant Head of Year or Subject Leader.

Though every case will have its own specifics, guidelines for work expectations can be found on AllStaff in the following documents: RGSHW Consistency Expectations – **Provision for a Boy Isolating at Home during Normal Schooling** and **RGSHW Consistency Expectations in Case of Further Lockdown**.

Work will be provided to students in this way from the first day of absence.

This is also applicable if a significant number of students are absent from school.

3. Remote Learning in the Event of Extended School Closure – Relevant to Whole School Community

In the event of an extended school closure, the school will provide continuity of education in the following ways:

 1. Form Time 0845-0905. Attendance register (link to IT Geek video) to be taken and sent to attendance@rgshw.com.
2. Attendance registers to be taken at the start of Period 5. Please send to attendance@rgshw.com.
3. We ask that all subject staff (unless poorly) have regular interaction with their classes, please discuss this with your Subject Leader if you would like further guidance.
4. If a two-week lockdown, we will continue to operate to the existing timetable. Please do **not** set homework, except for exam classes. All subjects in the timetable will continue, subjects will not be optional.
5. If lockdown persists, we will rewrite the timetable such that the school day is condensed. We will then ask that homework **is** set for all classes previously exempt.
6. Please ensure that all boys receive one piece of feedback per subject per week; this does not need to be written, a verbal comment, on occasion, is perfect.
A boy's work can be included in Whole Class Feedback that is prepared for the class. An Office365 automatically marking Form and/or modelling also work.
7. Please use creative AfL if you can, and please let the HoY know as soon as is possible about any concerns. We will aim to support vulnerable boys (those who are not engaging) once again in the Queens Hall.
8. Please aim to respond to all emails from boys or parents within 48 hours (excluding weekends and taking into consideration part time staff), even if this is in the form of a holding email whilst further answers are collated. Parents have been reminded that staff have full teaching timetables between 8.40-15.40.
Staff may respond during the evening or at weekends if they wish, but this is their choice and **NOT** an expectation from the School.
9. If you are too unwell to set cover work, please notify your SL, who will provide cover work on your behalf.

Students and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and School will therefore not require the printing of material.

The primary platforms the school will use to deliver continuity of education are: Office365 SharePoint and the VLE: access to Sharepoint is via https://rgshw.sharepoint.com/sites/RGS-Home and the VLE via https://vle.rgshw.com/login/index.php .

Access to these platforms is via a student's normal school login; if students have difficulty with logging in, they should contact the school's IT support at ithelp@rgshw.com .

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work online for feedback in person once the school has reopened. For longer closures, teachers would make more use of live sessions (see specific **Online Remote Learning Responsible User Agreement** below: Appendix 1) and electronic assessment.

The School reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience. Subject areas will provide work broadly in line with students' timetables through the School's Sharepoint and VLE platforms.

Tasks will be set in accordance with existing Schemes of Work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home. Unless there is a good reason not to, tasks will be set for individual classes.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. SenecaLearning, SamLearning, Languages Online)

Teachers will set tasks through the Assignments function on Sharepoint or the VLE and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately).

Teachers should include line managers as co-owners of Teams to allow them to monitor and support as required.

4.   Expectations of students – Relevant to Whole School Community

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Office365 Teams, then they should 'turn in' tasks so teachers can monitor their progress.

If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Head of Year. Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from their lockers home, or for parents to ensure they have duplicates.

The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Boys are reminded that the Teams Meetings function is for educational uses only. As such, boys must only use this during reasonable working hours, and we advise that it should not be used between 22.00 and 07.00.

5. Support for pupils with SEND, EAL and other specific learning enhancement needs - Relevant to Whole School Community

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the AllStaff. In addition, the SEN Department will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers using CPOMS if required.

6. Pastoral care during a school closure - Relevant to Whole School Community

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, form tutors (under the guidance of the Pastoral AH and Heads of Year) should check in regularly with their tutees to monitor both academic progress and their general wellbeing.

Form tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication.

7. Expectations of teachers (and subject areas) – Relevant to Teaching Community

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the IT Operations Manager via the ITHelp@rgshw.com address.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. In order that we are providing a consistent approach, Subject Leaders and the DHM are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen. Subject Leaders will monitor this and should be included in the tasks set in Office365 as a team member if there is cause for concern.

Teachers are responsible for providing constructive feedback to their students in a timely manner.

Subject Leaders are responsible for overseeing the form and regularity of feedback, and will liaise with the DHM to ensure consistency.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will treated as normal and recorded in ActivAbsence with back to work discussions conducted remotely if required.

Subject areas are expected to:

• Plan and deliver 'live sessions' where appropriate in consultation with Subject Leaders and the DHM (for any audio/video links)
• Respond to reasonable amounts of communication from students, parents and teachers
• Plan and set tasks for their students using the tasks functionality in Office365 or the VLE
• Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access before, and during, any planned school closure.

Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the ITGeeks. The professional development pages in Sharepoint and Stream are a useful source of training – simply search for the element required (such as 'creating announcements').

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents.   Please aim to respond to all emails from boys or parents within 48 hours (excluding weekends and taking into consideration part time staff), even if this is in the form of a holding email whilst further answers are collated. Parents have been reminded that staff have full teaching timetables between 8.40-15.40.

Staff may respond during the evening or at weekends if they wish, but this is their choice and **NOT** an expectation from the School. Communication must always occur via official school channels, and not through personal accounts or other websites.

• Email using school email addresses only (both teachers and student)
• Microsoft Teams

8. Live Sessions Guidance - Relevant to Teaching Community

Academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions. Microsoft Teams is the only platform that must be used for resources to be shared when teachers provide exposition and students to ask questions in 'real-time'.

Students will be provided with calendar details of sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

The School asks that lessons have an element of interaction, this could include:
• Asking students to respond to a post

- Providing part of a live lesson – please, however, be mindful that boys cannot respond to live questions if they are in a cover class with 30 other boys. This is very difficult for cover staff to manage.
- Providing a pre-recorded PPT
- Providing quizzes

In a live session, there is no need for teachers or students to broadcast audio or video, as the text (conversation) function is adequate. **Teachers who wish to use the audio/video functions must record the session.**

Teachers must not engage in any 1:1 virtual teaching sessions.

9. Assessment Guidance - Relevant to Teaching Community

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit as detailed in the Expectations documents earlier.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Assessed work will be set using Teams or the VLE, with clear due dates given to students for completion, thereby helping students to organise their time.

Students and teachers should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

• Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
• Using the "Comments" function on online documents on Office365
• Providing feedback directly within the Assignment
• Sending a direct email to students with specific feedback / targets
• Feedback via another website / piece of software (e.g. onenote, SenecaLearning, MyMaths)
• Recording oral feedback and sharing an audio file with the student

Additional functionality is available in Office365 or the VLE, if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback.

10. Safeguarding during a school closure - Relevant to Teaching Community

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. More advice on safeguarding and pastoral issues is available in the guidance for teachers document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Dawn Booth dcb@rgshw.com .

11. Remote Learning in relation to boarders - Relevant to Boarding Community

It is expected that wherever possible, whether it be a short-term school closure or extended school closure, that the boarding house would remain open if this is deemed possible. It is evident that extended closure of boarding can place both our boarders and their parents under undue stress, with many students boarding due to parent's work commitments.

Boarders will be offered the opportunity to remain in boarding during a closure.

Boarders in residence during a school closure would then follow the RGS remote learning policy with amendments to the normal operating procedure of boarding. (eg Minor changes of routine for meals etc.)

If during an extended closure homework was not being set then prep sessions would not take place in the evening and extra activity sessions would run if possible.

Students would where possible have the opportunity to work within main school with supervision by boarding staff. This would allow structured support for the boarders during a potentially stressful event.
Older students (predominantly 6th form) would have the opportunity to continue with remote learning from the boarding house if this was deemed beneficial by the Housemaster.

Appendix 1

Online Remote Learning Responsible User Agreement

ALL STUDENTS ARE EXPECTED TO ADHERE TO THE GUIDANCE AND RULES CONTAINED WITHIN THIS DOCUMENT.

Your parents have been made aware of this guidance, and your participation in any use of the RGSHW Office365 platform from Monday 27 April onwards will indicate your agreement with these rules. It is to be used in conjunction with other RGS policies for example the School Rules and the RGS Behaviour Policy

Rules

- I will be responsible for my behaviour and actions when using technology (Teams and other interactive applications), this includes the resources I access and the language I use.
- I will only use technology for school purposes as directed by my teacher.
- I will only use Office365Teams #LiveTeaching when directed by the teacher. I will not record or take photos of my classmates or teachers during a #LiveTeaching session.
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible. If sending an email I will only use my school email account.
- When contacting your teachers this should be done mainly through submitting your work through Teams.
- I will not reveal my passwords to anyone.
- I will not deliberately browse, download, upload or forward material that could be considered as potentially upsetting to someone, offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher and/or my parent.
- I understand that when using Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted.

Guidelines

When using #LiveTeaching, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- When you are on #LiveTeams you need to be in your living room, dining room or kitchen. Never join #LiveTeams from your bedroom.
- Please be on time for your interactive session
- Be dressed appropriately for learning (i.e. no pyjamas)
- Remain attentive during sessions
- Interact patiently and respectfully with your teachers and peers. Use polite language and correct formalities (you are not talking to a friend).
- Do NOT record other student's online interactions.
- Please ensure you end the session as soon as the teacher indicates to do so.