

## THE KING'S SCHOOL IN MACCLESFIELD



### REMOTE LEARNING POLICY SENIOR DIVISIONS

During a closure of the premises, it is clearly vital that we have a consistent approach to the setting and assessment of work and that we maintain regular contact with classes and teach them remotely to ensure continuity in their learning and progress. The advice below will enable colleagues to maintain this consistency.

#### Teaching classes and setting work

- Classes should continue to be taught remotely according to the school timetable in all curriculum subjects. Practical subjects such as PE and Drama should do their best to replicate the learning experience of the pupils remotely, although it is recognised that there will be limitations in some subjects.
- Teachers should use Microsoft Teams to communicate remotely with the pupils and every lesson should at least start with a welcome and a register via Teams so that all pupils get to interact with their teacher. There is no expectation however that pupils will spend the entire lesson on Teams, and in fact in the interests of the pupils' wellbeing it is desirable that they spend time away from a screen for parts of a lesson.
- Work and resources should be shared via Satchel in Y7-11 or One Note as appropriate to the age of the pupils and established working patterns (eg it may be appropriate to use email or One Note with sixth form groups).
- Form tutors should register their class remotely via Teams at 8.40 to ensure a sense of 'normality' and to allow the pupils to have some contact with their form teacher. In the event of absence, form tutors should keep a log of absentees and contact home if there is more than one absence.
- Pupils should be set enough work for the number of lessons they would normally be taught during the period of premises closure. Work should be set separately for each separate lesson on the timetable. They should also be set work for homework according to the homework timetable, although such work should be 'lighter' touch and will ideally require pupils working away from the screen.
- Work set could range from reading, note-taking, writing essays, answering questions, quizzes etc. For obvious reasons it would make the most sense for the work to be done

electronically, although in instances where work has to be hand-written (eg examination papers) then it would need to be scanned and/or photographed and then sent.

- Where pupils are missing from your lesson, you should ensure that they have the work which has been covered and inform the form tutor so that they are aware. Where there is a pattern of absence, then form tutors should contact home to check and to inform the parents. If appropriate, this should be escalated to Heads of Year/Heads of Section.

### **Monitoring and Assessing Work**

- Teachers should take in and mark work with the same frequency as they would were the pupils in school and in line with their departmental marking policy.
- Work should be submitted by the pupils via the 'online submission' option in Satchel (or by email/One Note in the Sixth Form) and teachers should offer feedback via the same method. Again, where possible teachers should observe the same timeliness in marking as they would were the pupils in school.
- Given that we are teaching remotely, you should, where possible, have evidence of pupil work from every lesson so that you can see that it has been completed. However, there is no expectation that every lesson's work is assessed. You may use the online assessment function in Satchel to give an effort grade.
- To quality assure the work being set, Heads of Department will routinely check on the work being set by the teachers for pupils and will be asked to report to the DH (Academic) on the return to school using a departmental marking scrutiny form.

### **Pastoral Care/Wellbeing**

- Form tutors will have daily contact with their tutees in registration which is an opportunity for them to 'check-in' and ensure that they are coping.
- There will be a weekly Pastoral/Wellbeing bulletin and pupils will be set weekly 'wellbeing tasks', eg tasks which encourage them to exercise and go outside.
- Assemblies and extra-curricular clubs will continue remotely.
- Form tutors/pupil managers should make direct contact with any pupils where there is a cause for concern and/or there are issues of absence or the completion of work. If this is sustained then it should be escalated to the Head of Year.

### **Video and Call Conferencing Protocols**

#### **Effective Safeguarding**

Please consider the following issues when video or voice conferencing:

- Staff should only use school-based systems for voice/video calls. Teams is the preferred medium
- If using video, ensure that the background to the call is appropriate. You are able to blur the background on the Windows Teams App if required
- You must record the call. Students should be told the call is being recorded and that it will be shared.
- Do not allow any personal information to be shared
- Do not participate in 1:1 meetings via Teams or similar apps unless you have the approval of a parent. The chat function may be more appropriate

- Teams meetings with pupils should take place within school hours
- Meetings should not include participants who are not members of the school staff or students

### **Effective Management**

These are guidelines for the use of video or voice conferencing:

- Close all windows that you are not using on your computer if you intend to share your screen
- Inform students that you are recording the meeting
- Please lay out expectations of behaviour
- Mute all users and only unmute users at your discretion
- Continue to utilise school behaviour systems for poor behaviour

As the use of video or voice conferencing develops, these protocols may be updated. Please share feedback with your line manager so that the school may effectively make use of this technology in future instances.

### **Hybrid Teaching in the Event of Pupil Absence**

There may be occasions where pupils are unable to come into school because of self-isolation, or exceptional circumstances where a pupil is away from school but well for an extended period of time, eg recovery from a minor operation. In such a case, with the prior permission of the Deputy Head (Academic), they can be invited to take part in the face-to-face lesson remotely via 'Teams'. We require 24 hours' notice before this occurs to enable teachers to be informed and make the necessary arrangements. Unauthorised absences and absences owing to holidays taken during term-time would not qualify for such remote learning. Our key concerns are that a) if pupils are unwell then they should be allowed to rest to recuperate without an expectation of taking part in lessons remotely and b) pupils are always better learning in school if possible. Hybrid teaching should be seen as a last resort in unavoidable circumstances rather than a routine option.

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