Remote Learning - Guidance & Support

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Responsible Committee:	Finance and Personnel
Monitoring:	HR Manager

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Introduction

Our vision, underpinned by co-operative values[1], is threefold; to work in partnership with the community we serve to combat social exclusion and deprivation, to build a sustainable and vibrant community and local economy, and to provide learners with a global perspective helping them to become responsible and articulate citizens in a global economy. The Trust is committed to providing staff, pupils and their families with advice and guidance to enable us all to work together towards this goal.

This policy applies to all staff at Yorkshire and the Humber Co-operative Learning Trust (YHCLT). YHCLT welcomes the support of recognised Trade Unions in seeking to implement this policy in a fair and consistent manner. YHCLT is committed to ensuring equality of treatment and fairness in the operation of the capability procedure in line with the Equality Act 2010.

Purpose

- To give guidance and support to staff, pupils and families in how we will deliver 'home learning' (also known as 'remote learning', 'digital learning', 'online learning', 'remote education', 'blended learning', 'live learning').
- To outline expectations for online learning in a range of scenarios, clarifying any misconceptions.
- To ensure that staff are aware of the procedures designed to safeguard staff and students/pupils.
- To provide support and easily accessed training for teachers to enable them to develop confidence in the required skills and knowledge to conduct live lessons during a partial or full school closure.

Current situation - Covid-19

In March 2020 schools across the UK had to move their teaching 'online' for the vast majority of students at very short notice in response to the coronavirus pandemic and school partial closure. At that time there were many barriers to schools doing this successfully.

Initial barriers included:

- Significant numbers of staff isolating with young children in their household. This made any attempt at more interactive or 'live' learning impractical and a demand we were not prepared to place on our staff.
- A lack of available evidence, or experience, on remote learning to know what might work best.
- A lack of IT infrastructure within some schools to allow more interactive learning to take place safely.
- A lack of IT resources in many houses (both hardware and internet access) would have put some pupils/students at an unacceptable disadvantage if we moved to a fully online programme.

More recently, research conducted by the EEF, published in *Rapid Evidence Assessment – Distance Learning* has shown that clear explanation, scaffolding, assessment and feedback are the most important factors when considering the effectiveness of online learning. While explanation can be delivered via pre-recorded video, assessing students' understanding and adapting the teaching to meet the immediate requirements of students cannot, and for this reason The Yorkshire and the Humber Co-operative Learning Trust has revisited the earlier barriers, working to remove them to allow as much 'live' and reactive teaching as possible.

- It is anticipated that in the event of any future partial closure or 'rota', nearly all staff will be able to continue to work due to the safeguarding controls that have been put in place. This will usually mean that teachers are available for teaching from their usual classroom whilst the pupils/students are at home.

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[1] self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others

- YHCLT has purchased over 300 Chromebook devices alongside the DfE providing devices through the *Get help with Technology during the coronavirus programme*. We have also provided 4G dongles, meaning that many families that need to access online learning can now do so. We have also redirected school equipment and sourced other kit from voluntary donations.

- All schools moved on to Google Classrooms as a remote platform. This has many benefits. Classes can be created automatically for each teacher or through individual departments saving workload; only those pupils/students and staff within the organisation can access the lesson; and group policies mean that pupils/students cannot control the camera or microphone which are set to 'off'. Any misuse is recorded by the pupil/student account and therefore the normal school sanctions can be applied if necessary.

- All internet traffic from a YHCLT device in the local community is monitored through the school's Smoothwall arrangements and safeguarding updates are directed to those members of staff responsible.

Delivering 'Live' Learning

As a consequence of the above, we are now in a position to offer a much more interactive experience where we are not able to deliver face to face teaching.

In secondary schools this means that:

- In the event that a whole class or bubble is at home, we will offer the best teaching we possibly can via Google Classroom. Where a teacher is in school, but the children are at home, it is possible to deliver 'live' teaching remotely at the same time as the timetabled lesson in school. The teacher can do this from their normal classroom via Google Classroom or from home depending on preferred safe staffing supervision levels in the building.

- In the event that an individual pupil/student is isolating at home, if they are well enough to do schoolwork, we will ask them to work remotely. They will access work that the rest of the class have been doing and the teacher will simply upload their resources into the appropriate section of Google Classroom. The school will ensure that the pupil/student has the appropriate technology to access this.

At primary schools this means that:

- In the event of a bubble being at home, we will offer the best teaching we possibly can, generally via Google Classroom. When the teacher is well, it is possible to deliver 'live' teaching via pre-recorded lessons (teacher speaking over the top of GSlides or Activinspire flipcharts) or via 'live' real-time lessons. These can be delivered from the teacher's home with the blurred background feature being used. Where a teacher is unwell, the Leadership team/ SLT are responsible for organising alternative 'live' input for the year group.

- Lesson length at Primary level should be of a suitable length to match the concentration and focus span of the year group being taught, ie. not any longer than 15-minute input before children are asked to work independently on a task offline.

It is important to note the following

- Staff do not need to 'appear' on their screen – we advise that your camera is turned off unless you wish to do a more interactive session with your class where two adults from the school must be present (Primary level and only at secondary school when and where appropriate - noting DfE guidance 2020 that the visibility of staff can contribute to pupils routine and wellbeing).

- **At Secondary level,** pupils/students have been given strict guidance appropriate clothing and behaviour if they choose to have their cameras on for the lesson.

- **At Primary level,** the pupils will have their cameras and microphones on and these will be controlled by the teacher leading the 'live' session.

- There is no need to teach a 60-minute live lesson. You could choose to greet the class, introduce the lesson and then talk over your PowerPoint, slides presentation or flip chart to explain the new content. Pupils/students might then be allowed to work on a task whilst you answer their queries on the chat function or microphones controlled by you. You might then turn your microphone back on to explain a concept, correct a misconception using your visualiser, or to deliver more new content. Or you might organise a further session to feedback or deliver further content.

More detailed guidance on how to do this is found in the attached appendices. In addition, Staff INSET time will be used to focus on these new techniques and there are also several 'champions' within the Trust to offer support should staff need further reassurance.

Safeguarding Guidance

Please ensure that:
- There are no one-to-one lessons.
- Access is only given via school email addresses.
- Pupils / Students are informed when the lesson is being recorded prior to the record button being pressed.
- The lesson is hosted on Google Classroom so only students, pupils and staff within the organisation can access this. Google Classroom has a waiting room, which prevents students and pupils from accessing the lesson before a member of staff is present.
- During online/remote learning, staff and students/pupils should continue to communicate and act in a professional manner as if in school.

Staff should:
- Maintain their usual professional relationship with pupils/students.
- Keep their own camera turned off when it isn't required. Have two adults present in the lesson when the camera is on (Primary schools only).
- Use professional and 'safe' language at all times. Be mindful that family members of students and pupils may be within earshot of the live lesson.
- Maintain normal expectations for students/pupils, as you would in school lessons.
- Ensure students/pupils are aware of these expectations when delivering live video lessons.
- Whichever method of remote learning is being used, ensure that appropriate privacy settings are in place and GDPR compliance is maintained. For example, don't share your screen with the class if it shows confidential information (e.g. SIMs).
- When delivering a live lesson, ensure that:
    - Only relevant pupils/students can access the lesson
    - Pupils/students are not sharing personal information via the chat function.
    - Students/pupils have their microphone and camera turned off (this should be set by default).
    - Students/pupils can use the 'chat' function in a live lesson to ask questions.
- Challenge any inappropriate behaviour from pupils/students and report it as you would in school. For serious concerns, it may be necessary to remove students from the online learning activity to ensure the learning of other pupils/students can progress.
- Any safeguarding concerns should be immediately reported to the DSL using the usual channels.

Pupils/Students should:
- Behave as if they were in school and in the classroom – they should be reminded of this at the beginning of the lesson.

- Pupils/students should only use their school email address, instant message through Google Classroom to communicate with staff.
- Pupils/students should only access their school accounts, not personal accounts.
- Pupils/students must not share or access any inappropriate material.
- Pupils/students should ensure conversations using the chat function are appropriate and related to the lesson.

Additional Guidance for Staff

(a) When schools are open to all pupils/students

- Staff should upload lesson resources to the Classwork section of Google Classroom, allowing students/pupils to revisit previous lessons and students/pupils who are self-isolating to access content from home. Lesson resources should be in clearly labelled topics, allowing easy access for students/pupils.

- Homework should be set using Google Classroom. Where this is not possible, please discuss with your line manager.

(b) When students/pupils are isolating or there is a partial school closure

Primary

There are three categories of learning set to access from home depending on the scenario;

Category 1 - Pupil awaiting a test outcome

Four days worth of Home Learning accessible from the school website. Link via Google form sent home and device / dongle offered.

Category 2 - Pupil isolating (absent from school for 10 school days)

10 days worth of Home Learning accessible from the school website which includes 'live' lessons. Learning pack is sent home, as appropriate, and the teacher interacts with the pupil via telephone and year group email. Link via Google form sent home and device / dongle offered.

Category 3 - Bubble Closure

Google classroom used as the platform to deliver 'live' learning through a mix of prerecorded and live real time sessions. Activities and links posted for children to access. Learning pack provided, link via text sent to first day of learning posted on the school website and device / dongle offered.

Secondary

- When students/pupils are not in school, work will be set using Google Classroom.

- When teaching students in a class and other class members are working from home, students working from home should be set to work via Google Classroom. If possible, the work should include video content such as PowerPoint, GSlides Narration, Stream Video, Loom Video or resources from the Oak National Academy. However, regular lesson resources such as those that are uploaded when schools are open to all students/pupils would be sufficient.

- Under no circumstances should any member of staff "livestream" any lesson or part of a lesson where some pupils/students are present and some are at home in any year group up to and including Year 11.

- If an entire class is working from home, a live lesson should be scheduled at the time you would normally teach that class or group.

- Live lessons must adhere to the protocols as set out in the **Safeguarding Guidance** section of this document.

- Following government guidance, students/pupils working from home should be set assignments with staff giving regular feedback as per school policy where and when appropriate.

(c) In the event of a full school closure

- Work will be set on Google Classroom.

- Where staff can, live lessons should be used with students. Reasons for not holding live lessons include childcare issues or illness.

- Live lessons must adhere to the protocols as set out in the **Safeguarding Guidance** section of this document.

- If live lessons are not possible, work set should include recorded video content such as PowerPoint/ Activinspire or Slides Narration, or resources from the Oak National Academy.

- Students will be set regular assignments by staff, (including the use of self-marking assignments), on the assignments section of Teams or Google Classroom. Staff will give regular feedback on these assignments. The frequency of feedback should be in line with the departmental policy on marking and feedback.

(d) Having to self-isolate

- If you are required to self-isolate, and are not ill, staff are asked to either teach a 'live' lesson from home or to set work for your classes using a recorded PowerPoint, Activinspire or Slides Narration. Work for the children should be provided and sent / posted via means requested by the individual school.

Appendix 1: Online Home-School Learning Expectations

Online Home-School Learning Expectations

Our commitment

We are doing everything we can to ensure all students/pupils have access to the best quality lessons during the Coronavirus pandemic, whether they are in school or at home. For pupils/students at home we have moved to a hybrid model of on demand learning and live learning.

All pupils/students will need a PC, laptop or similar device and internet access. Any student/pupil who does not have this will be lent the appropriate technology by their school.

This is new territory for all of us and we have trained staff in different ways to teach online and are constantly reviewing and improving our processes.

These expectations have been established to ensure teachers can teach, pupils/students can learn and that this can happen efficiently and safely.

We ask staff to:
- Maintain normal expectations for students/pupils, as they would in school lessons.
  Ensure that:
- Students/pupils are aware of these expectations when delivering live lessons.
- Appropriate privacy settings are in place and GDPR compliance is maintained.
- Only relevant pupils/students can access the lesson.
- Pupils/students are not sharing personal information via the chat function.
- Students/pupils have their microphone and camera turned off when appropriate as directed by the teacher leading the lesson
- Students/pupils can use the 'chat' function in a live lesson to ask questions.
- Challenge any inappropriate behaviour from pupils/students and report it as they would in school. In the case of serious or persistent disruption, remove student from the online learning activity to ensure the learning of other pupils/students can progress.
- Report any safeguarding concern to the relevant safeguarding leads using the usual channels.
- Primary : Have two adults within 'live' lessons
- Secondary : Record 'live' lessons

We ask pupils/students to:
- Log on for the lesson in good time and be ready to learn
- Behave as if they were in school and in the classroom
- Only use school email address, chat or instant messaging when communicating with staff.
- Only access their school accounts, not personal accounts, while in a lesson or for any school issues.
- Not to record sessions in any way.
- They must not share or access any unsuitable material.

- Ensure conversations using the chat function or speaking over their microphone are appropriate and related to the lesson.
- Understand that any misbehaviour will be dealt with through the usual sanctions system

We ask parents to:
- Recognise that this is new to all of us and at times things may not go perfectly
- As best as they can, help their child to work in a suitable quiet place. (not a bedroom - should be a room downstairs) If this is difficult, please contact the school as we may be able to provide headphones
- Children should be dressed appropriately (no nightwear)
- Not to record sessions in any way.
- Contact the school immediately if their child does not have access to the technology needed to join the online lesson – we can help.
- If the teacher is aware of unintended audience members attending the lesson, they can either end the live element of the lesson and move students/pupils onto 'non-live' work or remove the pupil/ student from the 'live session' . The teacher will then report their concerns to a senior leader who will contact the parent/carer Communicate with the school only through normal established communication channels