



Remote Education Policy for Quorn Hall School

Rationale:

This Remote Education Policy aims to set out expectations for all members of the school community, helping us to work together to support our young people through this challenging period. Our natural preference is always to have students in school but there will be times when the COVID-19 risk means that we have to use a blended learning approach for some members of the community at some times e.g. self-isolation. This policy sets out how we will seek to continue to support young people emotionally and academically when they are not physically present in school. The principles of good teaching continue to apply to online teaching and the fundamental importance of relationships and real-time feedback becomes even more critical, with the Education Endowment Foundation noting the importance of ensuring that pupils continue to feel seen and heard, to remain engaged. For our young people, we know that being part of a class and school community is important to their mental health and wellbeing and that there is a risk that they feel rejected or that staff at school do not really care about them. We are therefore opting for synchronous delivery (live streaming the lesson as it is delivered) in order to maintain our students' connection to their school, reducing their sense of social isolation and making it less anxiety-inducing for them to rejoin when they are able to attend in person once more.

We need this to be done safely and within clear boundaries, for the safety and wellbeing of students and staff. By setting out roles and responsibilities clearly within a framework of expectations, we are seeking to establish the guidelines within which our staff team will work to meet the complex individual needs of students.

The Senior Leadership Team and Cavendish Group will keep both policy and practice under review, as we learn from our experiences and continue to respond to the national and local picture.

Quorn Hall School's Remote Education Offer:

The school will provide 5 hours of remote education for secondary-aged students and a minimum of 4 hours for Lower School students daily during term-time, in line with government guidelines. This will include a combination of daily real-time interaction with staff through Google-classroom and some set work for students to complete and submit. Therapists will also continue to offer weekly contact in line with their timetabled sessions.

The school will continue to ensure that:

- Staff have access to Google-classroom and have received basic training in its use.
- Students have Google-classroom logins and many teachers have been pro-active in supporting them to use these during the Autumn term.

- There are sufficient laptops/ chromebooks available for staff to use when hosting google-classrooms either from their classroom or from home.
- The school provides Chromebooks on a temporary basis to support young people who are being educated remotely.
- The school continues to post hard-copies of work packs and learning support materials when parents express this as a preference.
- 'Safe and well' calls are made by the pastoral team if students are not engaging in the live Google-classroom sessions.

Teachers

Teachers will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with students or families outside of these hours. If working from home, teachers will follow the school's dress code and make sure that the room they are using is quiet and minimises distraction. If necessary, they will use a selected background from Google Classroom.

If a teacher is unavailable, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place.

Teachers are responsible for:

- Planning and teaching lessons which can be delivered in person and/or broadcast via Google Classroom.
- Setting work which reflects their normal timetable and the school's curriculum offer, with appropriate levels of differentiation to support students' needs.
- Consulting with Subject or Key Stage Leads if in their professional judgement, a particular lesson or sequence of lessons should be postponed until face to face learning can resume (and identifying what will be taught instead).
- Reminding students as appropriate that the class rules apply online too, with reference to bullying and behaviour policies and Individual Behaviour Plans as appropriate.
- Continuing to apply the principles of good teaching and learning, including opportunities for regular retrieval practice and providing worked examples and modelling to support learning.
- Managing allocated Teaching Assistants to provide additional support and guidance for students.
- Providing verbal feedback and marking written work in line with the school's policy. Written work submitted by students who are remotely educated will be acknowledged within 24 hours; teachers are not expected to communicate with pupils outside of working hours.
- Alerting The Pastoral and Safeguarding team of any concerns they have about students' welfare and attendance/engagement, in line with the school's Safeguarding Policy.

Teaching Assistants:

Teaching Assistants will be available during their normal working hours, whether they are working in school or from home; they should not be in contact with students or families outside of these hours without express permission from the SLT. If working from home, staff will follow the school's dress code and make sure that the room they are using is quiet and

minimises distraction. If necessary, they will use a selected background from Google Classroom.

If they are unavailable for work, they will follow the normal sickness and absence reporting procedures and alternative cover arrangements will be put in place where possible.

When assisting with remote education, Teaching Assistants are responsible for:

- Supporting the teacher and students through Google Classroom.
- Maintaining rapport and relationship with the student.
- Remind students as appropriate that the class rules apply online too, with reference to the student's Individual Behaviour Plan and the school's expectations re counter-bullying and positive behaviour as appropriate.
- Providing additional 1:1 support with set work e.g. watching a recorded video clip in chunks with the student, checking for understanding and then supporting them to apply this learning in the work set by the teacher.
- Reminding students of ways they can self-regulate and supporting them to take a break when needed before returning to learning.
- Alerting The Pastoral and Safeguarding team of any concerns they have about students' welfare and attendance/engagement, in line with the school's Safeguarding Policy.

Middle Leaders e.g. SENCO and Subject Leads

In addition to their teaching responsibilities, middle leaders can continue to provide valued support and advice for colleagues.

- Reflecting with colleagues on the sequence of learning and whether some aspects will need to be revisited or delayed until face-to-face teaching resumes.
- Alerting colleagues to suitable resources they can use to enhance remote education and reduce workload.

Senior Leadership Team

Alongside their existing responsibilities, when the school is having to provide remote education, Senior Leaders are also responsible for:

- Coordinating the remote education provision.
- Ensuring that staff and students who are working remotely have access to suitable devices.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that the school continues to provide additional support e.g. checking that students are safe and well during periods of remote education and providing meal vouchers.
- Continuing to implement the school's safeguarding policy for students who are not physically attending school, working in partnership with families and other agencies.

Therapy Provision

We recognise that it is hard for many students to access therapy effectively remotely but the therapists remain available for virtual sessions and will also use their con-contact time to develop and share resources and advice with colleagues.

Students

We expect students who are remotely educated to:

- Engage with the Getting Ahead session at the start of the day and attend lessons in line with their existing timetable.
- Use the school Chromebook to access remote learning, rather than a personal device.
- Be contactable during the school day, even though they may not need to be in front of a screen for all of that time.
- Engage with their familiar staff.
- Ask for help.
- Take breaks and use strategies that help them to feel calm and safe.
- Follow the class rules and their individual plans with support, advice and guidance. This includes not using mobile phones during lessons.

Parents and carers

We recognise that having children at home places an additional strain on parents and carers and that many people are managing the competing demands of work plus providing support and care for other children and dependent people in the home. We are *not* expecting parents to become teachers but are outlining below some ways in which you can support your child with remote education.

- Maintain the regular daily routine as much as possible e.g. that students are awake and ready to engage with remote education activities in line with their usual timetable.
- Ensure they use the Chromebook provided by Quorn Hall School to access their remote education. This increases our capacity to keep them and their peers safe online. If your child is having to learn remotely but does not have access to a school ChromeBook, please contact the Headteacher as a matter of urgency.
- If your child is unwell, communicate this to the school using the normal procedures and phone numbers.
- Show interest in and support for what they do achieve, whilst also acknowledging that remote education can be harder for some people.
- Contact the school's leadership team (rather than their teacher) if you are worried about your child's safety or wellbeing.

If as parents or carers you would prefer to receive written work packs or if you need additional resources e.g. writing and drawing materials, please tell us. We want to work with you to support your child during these difficult times rather than add to the pressure you experience.

Likewise, if as parents or carers, you have questions, concerns or complaints about the quality of remote education, please raise these with the Leadership Team in the first instance.

Cavendish Executive Team:

As part of their ongoing governance responsibilities, the Executive Team will monitor the quality and compliance of the school's remote education provision. They will continue to support schools with appropriate levels of resource e.g. IT equipment.

They will also continue to support the schools to implement the testing procedures and other COVID-19 risk management strategies to minimise the risk to staff and students, with a view to students being able to access as much onsite education as possible this year.

Data Protection:

We continue to adhere to our Data Protection and GDPR policy.

Personal data is stored securely in our School Information Management System. Staff and students have school email accounts and Google Classroom is already set up so there should be no need for teachers to collect or share personal data as part of Remote Education provision.

School devices (Chromebooks and laptops) are password-protected and also have anti-virus, anti-spyware and web-filtering protection.

Safeguarding:

The school will continue to implement the Safeguarding and Child Protection policy, including its ongoing focus on the safety and wellbeing of pupils who are not physically at school.

Online safety is also of paramount importance. We provide Chromebooks or laptops to students who are being educated remotely as part of our safeguarding duty; each device is installed with web-filtering software which helps us to protect all of the students engaging with Google Classroom and reduces the pressure on parents to monitor the safety of sites accessed during remote learning. However, no software is perfect and the period of national lockdown may increase the risk of people who wish to harm children finding ways to circumvent protective software. We encourage both staff and parents to continue to raise concerns promptly with the Safeguarding Team.

We expect students to continue to adhere to the school's rules on acceptable use of mobile phones, which means they should not be used during lessons. Work can be completed and submitted through the Chromebook during remote education sessions and all communication can be achieved through the Chat function on Google Classroom. We will not accept students using phones to engage in texting, playing music or videos on speakerphone during lessons or the use of photography or video-recording.

Monitoring and Review:

Remote Education is a new and evolving phenomenon and it is important that we continue to learn from our own and others schools' experiences to refine our practice. The Leadership Team and Executive Team will continue to monitor the effectiveness of Remote Education throughout the Spring and Summer terms. The policy will be formally reviewed in August 2021.

This policy should be read in conjunction with:

[The Safeguarding and Child Protection Policy](#)

[Counter-Bullying Policy](#)

Education Endowment Foundation advice and guidance:

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Department for Education guidance:

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>

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