

Remote Learning Protocol

Heathcote School and Science College



Approved by: Governors **Date:** 30/11/2020

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Heathcote School Vision and Values

Encourage - We encourage our pupils to take pride in their learning and community – to work hard, pursue continual improvement and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect to each other.

Challenge - We challenge our pupils to take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed - We succeed when all pupils reach their academic potential and are thoughtful, caring and honest citizens; leaving Heathcote fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment where they take a proactive role and develop socially.

School Improvement Priorities 2020-21

- To ensure that our revised curriculum (supported by a clear IT strategy) fully develops each pupil's capacity to process, remember and apply information (Rosen shine) through high and consistent standards of learning and teaching backed up by an exemplary remote learning offer at all key stages, a cultural capital pledge and a VESPA research project at post 16
- To ensure that pupils of all ability levels are challenged to achieve academic success and success in their adult lives relative to their starting point irrespective of their personal circumstance or Covid experience. There will be a specific focus on disadvantaged pupils and ensuring Year 11 and 13 have every opportunity to reach their potential ensuring intervention and remote learning provide additional support
- To ensure that all operational processes associated with a post Covid world are implemented to keep all stakeholders safe in school and that pupils meet these high standards leading to continuing improved standards of behaviour and an improvement in key indicators
- To ensure that attendance in school for all stakeholders increases with a focus on disadvantaged and Year 11 and 13 pupils and to ensure HR processes support and challenge staff to improve attendance
- To ensure that our mental health and professional conduct policies for staff and pupils have lasting impact and create a more consistently happy and stable community
- To ensure that we consider all aspects of marketing and rebranding the school and finding our USP to ensure that parents, staff and pupils choose Heathcote as a first preference including

finding alternatives to the traditional Open Evening and ensuring we can remain financially viable

- To develop a high-quality AP provision that contributes to the improved life chances of the target groups by supporting them to return successfully to their original schools

This protocol is subject to change and amendments due to the varying nature of Covid conditions and remote learning protocol changes

This document applies to a range of situations faced by the school during the pandemic and applies for in-school, remote and lockdown provision.

Update 8/3/21 - Pupils will continue to complete any home learning activities on Google Classrooms to avoid additional 'hard' material submissions and reduce paper wastage.

It is the expectation that all learning resources are clearly labelled and located on Google Classroom for pupil/parent access to support home learning at any time from this point forward.

Quality of Education Team	
Ben Abbott Deputy Headteacher Quality of Education	
Ross Gallacher Assistant Head	Adam Quirke Secondment from ELT
Suzie Zaman Lead Practitioner Raising attainment lead on HAP and Boys (TBC)	Joshua Waterman Wiggins Lead Practitioner Timetable and Curriculum

Definition and Statutory Guidance

Definition of Remote Learning

Remote learning is the process of teaching and learning performed at a distance. Rather than having pupils and teachers coming together in person, remote learning means that pupils are distanced from their teacher and their peers. Effective remote learning attempts to provide an experience as close to the classroom environment as possible, when the pupil and teacher are in two different places. Technically, no technology is required for remote learning to take place, nor does remote learning have to take place online.

Provision of Remote Education (England) - Temporary Continuity Direction

The Provision of Remote Education (England) - Temporary Continuity Direction came into effect on 22 October 2020 and places a legal duty on schools in England to provide remote education for statutory school-aged children who are unable to attend school due to coronavirus. This includes where:

- a class, group of pupils or individual pupils need to self-isolate, or
- there are local or national restrictions requiring pupils to stay at home.

Schools must ensure that access to remote education is in place as soon as either of the above situations occurs.

Remote education must be provided to pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class). This direction does not apply to post 16 education - further education (FE) colleges, sixth form colleges, school sixth forms or 16-19 Academies.

The DfE Guidance states:

*'In the event that a pupil cannot attend class as a result of the coronavirus outbreak, ministers have made it clear that schools are required to ensure that they have **"immediate" access to remote learning**. According to the government guidance on opening schools, last updated on 1 October, where a pupil is unable to attend school because they are complying with clinical or public health*

advice, “we expect schools to be able to immediately offer them access to remote education”. On 30 September, the government used temporary continuity direction powers which will place an obligation on schools to provide swift access to remote education if pupils can’t make it into school because of the pandemic. These powers **came into effect on 22 October**, and the DfE says.

- This provision should **start from the first full school day** a child has to remain at home.
- Schools may consider **different forms of remote education** such as printed resources or textbooks, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Neither the direction nor the expectations set out in guidance require the **live-streaming** of lessons.
- If some pupils **do not have access to devices**, schools can distribute school-owned laptops accompanied by a user agreement or contract. They can also remind pupils that access is also possible through large-screen smartphones. Additionally, textbooks can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- When teaching pupils remotely, the DfE expects schools to plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including daily contact with teachers.
- The requirement for schools to use their best endeavours to secure the **special educational provision** called for by the pupil’s special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Schools will be signposted to **the remote education support package** and encouraged to access these resources. Regional schools’ commissioners (RSCs) can also take supportive measures to help schools in their region with remote education.

Individual Pupil Absence during in School Provision

Should an individual pupil require a period of absence the following protocol is required to take place:

Event	Action	Responsible	Monitored By	Suggested Actions
Attendance team to highlight absent pupil on SIMS using the 'X' code for Covid-related absence.	<ul style="list-style-type: none"> • Teachers to check SIMs register for 'X' Codes 	Class Teacher	Head of Department (HoD)/ Key Stage post holder	

<p>Pupil will appear with 'X' Code and should not physically be in lesson.</p>	<ul style="list-style-type: none"> Teachers are to provide all resources online via Google Classroom. This should include specific reference to activities that would need to be completed at home (and if required submitted). Where possible, if it is appropriate for a lesson can be accessed, this will be via a live Google Meet with the link visible. 			
<p>Pupil to access Google Classroom and, if required, submit any work via this platform as requested</p>	<ul style="list-style-type: none"> Teacher to acknowledge, through appropriate levels of feedback, receipt of work within 24 hours Different forms of feedback can be provided based on Google Classroom features but it is the expectation that at least one piece of work has detailed written feedback during the course of the pupil absence. 	<p>Class Teacher</p>	<p>HoD/Key Stage post holder</p>	<p>Use Mote to leave a quick thank you comment</p> <p>Use the Google Feedback bank for quick replies</p>
<p>Pupil fails to engage with work</p>	<ul style="list-style-type: none"> Class teacher to contact home 	<p>Class Teacher</p>	<p>HoD/Key Stage post holder</p>	<p>Make a phone call home</p> <p>Send an email home using a standard department template</p> <p>If you cannot make contact try again next lesson before raising to HoD</p>
<p>Pupil fails to submit work on more than one occasion in same subject</p>	<ul style="list-style-type: none"> HoD/Key Stage post holder informs Head of Year (HoY) HoD to contact home 	<p>HoD/ Key Stage post holder</p> <p>HoD</p>	<p>SLT/ Quality of Education (QoE) Team</p> <p>SLT/ QofE Team</p>	<p>Inform your HoD through Line Management or Department meeting</p> <p>Call home and if you cannot make contact follow up with an email</p>

				If you cannot make contact try again next lesson and then let the HoY know the action you have taken
Pupil fails to submit work on more than one occasion in more than one subject	<ul style="list-style-type: none"> HoDs email HoY who collates overview HoY phones to inform parents 	HoD HoY	SLT/ QofE Team SLT/ QofE Team	<p>Make a phone call home</p> <p>If you cannot make contact try again the following day</p> <p>If no contact speak to DSL regarding a home visit</p>

Class / Bubble Absence or Lockdown and School Closure

Should an entire class/bubble have a period of absence the following protocol is required to take place:

Event	Action	Responsible	Monitored By	Suggested Actions
Event	Action	Responsible	Monitored By	
Head of Year (HoY) to then inform all teaching staff of the year group and of period of absence. All pupils with 'X' code	<ul style="list-style-type: none"> Teachers are to provide all resources online via Google Classroom. This should include specific reference to activities that would need to be completed at home (and if required submitted). 	Class Teacher	Head of Department (HoD)/ Key Stage post holder	

<p>Timetabled lesson time</p>	<ul style="list-style-type: none"> • Teachers will teach their timetabled lesson live and pupils access as per timetable. • Cameras can be on as teachers will be in classroom locations. • Pupils should have cameras turned on. For those who struggle with this, the camera should be turned on for at least a short period for safeguarding reasons. • Any pupil found to deliberately disrupt the learning of others either through miss use of camera or other feature should be removed and will not be able to re-join. • All other virtual learning protocols to be taken e.g private chat function enabled • (please see Virtual Learning Protocol) 	<p>Class Teacher</p>	<p>HoD/Key Stage post holder</p>	<p>Use Mote to leave a quick thank you comment</p> <p>Use the Google Feedback bank for quick replies</p>
<p>Pupil fails to attend lessons</p>	<ul style="list-style-type: none"> • If pupil does not attend live lesson, class teacher will indicate on SIMs register and check submission of work (as some pupils may have lost link or internet connection). 	<p>Class Teacher</p>	<p>HoD/ Key Stage post holder</p> <p>Inform your HOD through LM or Dept meeting</p> <p>Call home and if you cannot</p>	<p>Make a phone call home</p> <p>Send an email home using a standard department template</p>

	<p>Non Lockdown</p> <p>If by end of the day pupils have not engaged in work set, then teacher to contact home</p>	<p>During Lockdown</p> <p>Pastoral staff will contact home to check on engagement and make all necessary phone calls</p>		<p>make contact follow up with an email</p> <p>If you cannot make contact try again next lesson and then let the HoY know the action you have taken</p>	<p>If you cannot make contact try again next lesson before raising to HoD</p>
<p>Pupil fails to submit work on more than one occasion in same subject</p>	<ul style="list-style-type: none"> • HoDs email HoY who collates overview <p>HoY phones to inform parents</p>	<p>HoD</p> <p>HoY</p>	<p>Pupil fails to submit work on more than one occasion in same subject</p>	<p>Make a phone call home</p> <p>If you cannot make contact try again the following day</p> <p>If no contact speak to DSL regarding a home visit</p>	
<p>Pupil fails to submit work on more than one occasion in more than one subject</p>	<p>HODs email HOY who collates overview</p> <p>HOY phones to inform parents</p>	<p>HoD</p> <p>HoY</p>	<p>Pupil fails to submit work on more than one occasion in more than one subject</p>		

Blended Learning

This takes place where there are pupils both remote and in class due to partial class absence due to isolation restrictions.

Where numbers of pupils missing from classes is substantial, teachers will have to follow class/bubble absence and deliver to the remaining pupils in the classroom and those at home. This will be left to your professional judgement and confidence levels, in the first instance, but the live lessons should be taught in this way wherever possible, at least for some of the lesson time, as the learning potential is so much greater. Exam classes should be a priority, and if creative solutions can be found to ensure learning potential is maximised, then this discussion should happen prior to timetabled lessons if significant absence is known. In this scenario, teachers are not required to be on camera. You can share your screen and follow all other safeguard protocols.

Safeguarding

The Designated Safeguarding Lead (DSL) is responsible for managing and dealing with all safeguarding concerns.

Staff should ensure that all safeguarding concerns are reported immediately to the DSL or other trained safeguarding officer. If you are unable to contact someone, and it is an urgent matter, speak to a member of the Senior Leadership Team.

All safeguarding policies and procedures continue to apply, alongside the Safeguarding Policy - Remote Learning Addendum and as part of the annual training and updates through the NCE.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

SENDCO / Inclusion Lead

The SENDCO and Inclusion Lead is responsible for managing and dealing with all SEND and inclusion concerns in the first instance that cannot be dealt with by the HoY or staff member. They will be delegated accordingly.

Member of Teaching Staff Absence

If the teacher is ill or sick:	If the teacher is isolating or quarantined:
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<p>Follow normal cover protocol and ensure phone cover line by 7.30 am on day of absence. Phone 020 8498 5110 Option 2 If leaving a message, please ensure you state you full name clearly.</p>	<p>If you are able to teach live lessons i.e operate a Google Meet from home please inform the Senior Cover Supervisor/HOD and set up the link in your timetabled classroom. If not, the following protocol is applied.</p>
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Action	Responsible	Monitored By	Action	Responsible	Monitored By
Suitable and challenging cover work to be provided by absent teacher	Absent teacher	HoD/Key Stage post holder	Suitable and challenging cover work to be provided by absent teacher	Absent teacher	HoD/Key Stage post holder
			<p>Teacher to acknowledge, through appropriate levels of feedback, receipt of work</p> <p>Different forms of feedback can be provided based on Google Classroom features, but it is the expectation that at least one piece of work has detailed written feedback during the course of the pupil absence</p>	Class Teacher	HoD/Key Stage post holder

Protocol for using Google Classroom and Live Streaming

Google Classroom

Now Google Classroom is established, it is the expectation that all learning resources are clearly labelled and located on Google Classroom for pupil/parent access to support home learning.

This will eventually replace the N Drive.

You should disable the stream to ensure pupils cannot comment.

Teachers are responsible for the upkeep of their Google Classroom. This should be checked as part of the MER activities as part of quality assurance at Department and SLT level.

Live Streaming

Hosting a livestream means any situation where the school instigates, publishes and is responsible for streaming online content.

This includes livestreaming lessons, interventions, meetings, assemblies, announcements, activities, and if external visitors livestream on the school site.

At Heathcote school, we are using Google Meet (via Google Classroom) as the main platform for live streaming and this includes lessons. Staff are required to live stream lessons as per protocol above. Staff will need to take direction from Heads of Department about setting work and the quality and quantity of this will be monitored by Heads of Department. **All live streams should take place in directed time unless there is a special event or information session. No other platform may be used without the permission of the Headteacher.**

Guidance for Live Streaming

All staff planning on using Google Classroom should have attended the Google Classroom training facilitated on Wednesdays and Fridays by Joskos. If this was not possible these sessions have been recorded and all staff should ensure they are familiar prior to starting any live lesson.

Staff should contact Mr Gallacher if they need further training and support.

Live streaming of lessons with Google Meets

Initial Set Up

Staff need to generate a Meet Link. This can be accessed on your class page as shown in image below.

The screenshot shows a class page for '82F/Gg'. At the top, there are navigation tabs: 'Stream' (selected), 'Classwork', 'People', and 'Marks'. Below the tabs is a banner with a green background and a globe illustration. The banner contains the class name '82F/Gg', the class code 'r2hbgfk', and a 'Meet link' section with a 'Generate Meet link' button. To the right of the banner are options to 'Select theme' and 'Upload photo'. Below the banner, there is a section for 'Upcoming' with the text 'No work due in soon' and a 'View all' link. To the right of this is a 'Share something with your class...' input field with a refresh icon. Below that is a post by 'Ross Gallacher' titled 'Lesson 1' with a timestamp of '07:01' and a three-dot menu icon.

This will create the live lesson function and should be disabled for pupils when not in use. This can be done by selecting the setting cog in the top right hand corner and disabling 'Visible To Pupils'.

When live streaming make this link visible.

The screenshot shows a class page for '11A/Gg2'. At the top, there are navigation tabs: 'Stream' (selected), 'Classwork', 'People', and 'Marks'. Below the tabs is a banner with a green background and an illustration of a smartphone and a notepad. The banner contains the class name '11A/Gg2', the class code 'arhoocl', and a 'Meet link' section with a full URL: 'https://meet.google.com/lookup/atlw6237bm'. To the right of the banner are options to 'Select theme' and 'Upload photo'. Below the banner, there is a section for 'Upcoming' with the text 'Due Wednesday 15:00 - GCSE Global Atm...' and a 'View all' link. To the right of this is a 'Share something with your class...' input field with a refresh icon. Below that is a post by 'Ross Gallacher' titled 'Lesson 6' with a timestamp of '06:59' and a three-dot menu icon.

Pupil Expectations (this has been sent to all parents and carers)

Pupils should have cameras turned on, and the teacher will mute and unmute pupils as appropriate, e.g. for asking questions and for discussion. For those who struggle with this, the camera should be turned on for at least a short period for safeguarding reasons.

- Pupils should be appropriately dressed in daywear.
- Any pupil found to deliberately disrupt the learning of others should be removed and will not be able to re-join.
- Pupils should not share private information
- Know who they should tell if they see or hear anything upsetting or inappropriate
- Remember any offensive or abusive content will be reported

The DfE has also stated **expectations for remote learning contingency plans**:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When **teaching pupils remotely, the DfE expects** schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Teachers **MUST**

For yours and the classes safety please ensure you do the following every lesson:

- Always **reset the live link** at the end of the lesson
- Also ensure the **live link is not visible** at the of lesson
- Always **record** your lesson
- Always **remove quick access** in the settings of the google meet (this will prevent pupil access without your permission)
- Ensure you are the **last person to leave the lesson** and remove anyone who has not left the class.
- Do not **post the link in the stream**- as pupils can copy this and create their own meeting.
- If you encounter any problems remove all the pupils and **reset the meeting link** in the settings

Teaching Staff Expectations (applies to support staff if involved in lessons)

- Ensure fully familiar with all features of Google Classroom.
- All staff should follow expected professional standards in relation to:
 - Dress code
 - Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Ensure their desktop is free of any personal information or images before beginning a session. E.g. no tabs to personal email accounts, social media available in case you share your screen
- Only admit pupils with
- Inform pupils about the expectations of the lessons/session. e.g. noting the school values (respect etc)

- Select host controls and disable 'Share their screen' and disable 'Quick Access' the host will be prompted to accept anyone who joins.
- Ensure no other screen other than lesson materials are shared i.e no SIMs screens etc
- Turn on captions to support our deaf learners.
- Staff should record lessons and any issues with behaviour should be noted and appropriate sanction and persons informed.
- Recorded lessons will not be used for quality assurance of teaching.
- Cameras can and should be on when teachers are in classroom locations and with a blank background when at home.
- When sharing your screen, close all sensitive documents or tabs. Check your browser bookmark and other open applications and furthermore, be aware that you are on camera.
- Remind pupils of expectations at the start of any livestream – see above
- Not to share private information
- Follow school Behaviour Policy and log any issues on Safeguard if appropriate.
- Be sensitive to the needs of individual pupils, , and children who may be sensitive to certain topics or issues that may arise during the livestream
- Seek advice from the Quality of Education team if you need further support
- Take registers as normal for live lessons
- Teachers must secure sensitive data they may use while operating from a remote workplace in line with school GDPR and Safeguarding policies.
- Images involving third parties (e.g. guest teachers, test subjects etc.) may only be part of a recorded session if the third party agrees thereto.
- Clarify when the live session has ended, and wait for all pupils to log off/leave the session before the teacher leaves the session
- The school will provide guidance to parents with regards to not attending or contributing to lessons, should teachers have a concern regarding a parent attending or observing a lesson please inform your line manager.

Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary to fulfil the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online and should speak to their line manager if they are unsure. Teachers and teaching support staff should not store pupils' personal data on their own electronic devices.

Privacy & General Data Protection Regulation Compliance

All members of the school community, including parents and carers are reminded that:

- It is prohibited to share documents and/or communication that are exclusive to the school with outsiders or third parties.
- Staff must only use the school platform accounts during the school day.
- It is prohibited to take screenshots of, or record any of the e-resources used.
- The school, pupils and parents will handle privacy issues responsibly.

Keeping Devices Secure

Where staff members have devices provided to them by the school, they will take appropriate steps to ensure their devices remain secure and in good condition. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper- and lower-case letters, numbers and special characters.
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen, the files on the hard drive cannot be accessed by attaching it to a new device.
- Making sure the device locks automatically if left inactive for a period of time.
- Not allowing family or friends to use the device.
- Storing the device securely to avoid theft.
- Ensuring that anti-virus and anti-spyware software is up to date.
- Installing updates to ensure that the operating system remains up to date.

One to One Livestream

One to one Zoom sessions are only permitted for our deaf pupils (part of our Hearing-Impaired provision) or specific pupils with an EHCP for which we have sought explicit consent. Staff that are involved in this type of teaching are not under any obligation to livestream but at present staff are happy to work in this child-centred way due to the specific complexities of our deaf pupils.