KING EDWARD VII

SCHOOL POLICY

Remote Blended Learning

Document Adopted by Governing Board
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King Edward VII School
Remote Blended Learning Policy

Vision and Rationale

We are committed to providing the highest quality teaching and learning in the School. While the pandemic has presented many challenges to Schools we believe it is still possible to be creative in solving problems and maintaining a high quality of education. At the core of this are the following principles:

- Equal opportunities: All students deserve access to an education, whatever the circumstances
- Technology can be used to inspire and engage our students
- The curriculum, with its underpinning ideas, knowledge and skills can be delivered through a mixture of in-School, face-to-face traditional teaching and online learning
- There are effective tools for delivering remote learning which should be fully exploited
- Staff deserve the opportunity to be trained in remote learning pedagogy so that they can confidently deliver learning online
- Remote learning is at its most effective when there is a strong sense of shared commitment to remote learning form staff, parents and students
- Safeguarding, Acceptable ICT Use Policies for staff and students and GDPR policies need to be up-to-date to reflect the new issues raised by remote learning practices
- An Acceptable Use Policy for parents and carers must be in place and produced in consultation with parents and carers to ensure they understand, support and are committed to the School's vision and rationale to enable them to support their child's learning at home
- All stakeholders, including staff, students, governors and parents and carers, are willing to invest in and be committed to this change to enhance the success of students and the School
- Clear identification of key measures to determine the impact and success of the policy e.g. impact on students' attainment, progress and learning.

Leadership

As with all aspects of the curriculum and learning, governors and leaders should have oversight of, and set the expectations for, remote learning. The following activities will promote high quality remote learning:

- Allow time for departments / key stage teams to come together and plan remote learning, built into School development time.
- Encourage curriculum leaders to use their existing work on curriculum design. They have been working on curriculum sequences and core elements of the curriculum and these remain as important (if not more so) than ever.
- Teachers and teaching support staff to design activities that are accessible for all students.
- Ensuring that remote education practices are inclusive e.g. translation tools.
- Carefully select the online tools we use as a School in order to provide consistency for students and parents, while allowing flexibility for departments and teachers.
- Ensure staff receive training for all online tools they are expected to use.

- Update our safeguarding policies to ensure they reflect any changes that have been made in relation to live streaming lessons and ensure that all staff are up to date on your safeguarding policies and practices.
- Consider a three-staged approach to remote learning: 1. For individual students while a majority of the cohort remains in School. 2. When a large group of students are told to stay home. 3. If a whole cohort or School is sent home. In each case, students are entitled to the same level and quality of remote learning, but how you achieve this may be different.
- Consider how we will activate immediate remote learning, which may be different from our longer-term plans.
- Allowing variation across the School e.g. Dual teaching at Post 16 level but not necessarily at Key Stage 3; giving staff the professional choice to make their own decisions depending on teaching groups.
- Ensure expectations of staff, governors, parents and students about remote learning are clear.
- Work with families to understand and remote barriers to engaging in remote learning.
- Consider the workload of teachers, leaders, and yourselves during this process.
- Consider how to align the School's approach with Pupil Premium spending, DfE funding, Tutoring Programmes and other sources of funding.

Providing remote learning promptly

- Students are eligible for remote learning when they have been told not to attend School and only when the absence is related to Covid-19.
- Where whole classes, half-year groups or whole year groups are learning remotely, we will provide online lessons from the first full day of self-isolation.
- Where individuals are learning remotely we will provide work that is in line with the lessons being delivered ion School to ensure continuity of the curriculum. This could involve setting tasks, providing PowerPoints from lessons, guidance to complete work on other online platforms (e.g. Doddle, MathsWatch) or links to appropriate educational video resources (e.g. Oak Academy, Bitesize).
- We will also offer the possibility of dual teaching for Post-16 classes and for some classes in KS3 and 4 at the teacher's discretion. This involves the student logging into the lesson from their home.

Removing barriers

We know significant barriers remain to providing remote learning. The School will take steps to address these, including:

- Undertaking an audit of parents and families to understand needs.
- Offering advice to parents about how best to support their children's learning.
- Distributing existing devices to families who need them.
- Having contingency plans in place where we cannot rely solely on online live lessons.
- Providing training sessions for parents and carers when the circumstances allow with reference to COVID-19.

- Exploring a system which enables all students and families who are new to the School, and who do not have access to a laptop or similar device at home, to purchase one via the School.

Managing non-engagement/absence

One of the barriers we know exists is a lack of pupil engagement, even when remote learning is provided. This could include not attending compulsory live lessons, not completing assignments, or not sending in assessments by the deadline. We will:

- Use and adapt our existing attendance policies and expectations.
- Be clear what expectations are when sending students home.
- Have reasonable expectations of parents in terms of a commitment to supporting remote learning
- Follow up on any persistent absentees / non-engagers using our existing processes, e.g. telephone calls and texts/emails home, home visits.

Student training

- All students will be trained how to access Google Classroom so that they can access their learning should they have to work from home as a result of the current pandemic.
- The training will include showing students how to complete and submit work via Google Classroom and how to access other materials and resources.

Staff Training

We will provide training and support for staff so that they can provide the best possible remote learning experience through:

- Planned CPD sessions throughout the year
- Engagement with the Sheffield Schools Tech Hub
- Developing our own in-house expertise

Curriculum planning and remote pedagogy

As with normal curriculum planning, we will plan for the following:

- What tasks / assignments we will give students to practise and embed their learning
- How we will use assessments to provide formative feedback and inform future remote learning
- Selecting the appropriate online tools
- What learning can be done effectively through online lessons
- Ensuring the needs of all learners, including SEND and the most disadvantaged students, are being met through the curriculum.

The School will be using Google Classrooms as its primary online tool, through which staff can stream lessons, set work and give feedback.

Remote activities outside the curriculum

While the School's focus must be on helping students catch up on the core curriculum, we will consider how we can use remote learning processes to support other activities. These include:

Holding online assemblies

- Holding online Parents' Consultation Evenings
- Holding online, virtual open evenings

Safeguarding

The School has developed guidance for staff and students on the appropriate use of Google Classrooms. In addition, we will ensure the following:

- Protocols for live streaming are clear
- That all proper GDPR concerns are addressed
- The Acceptable Use of ICT Policy is update to include remote learning
- Parents and carers also sign-up to a commitment to remote learning and to following the School's protocols

Impact on workload

Remote learning will inevitably create some additional workload for staff but there are ways to try to reduce this:

- Adapting existing curriculum plans and schemes of work and use the curriculum thinking that has already happened
- Encouraging staff to use, and signpost, materials that already exist
- Encouraging and building in time for collaborative subject planning. Providing the right technical kit e.g. webcams and visualisers.

Policy review

This policy will be reviewed in line with School processes and procedures.