



Guidance for Remote Learning in the event of College Closure

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We aim to ensure that teaching and learning continue as effectively as possible in the event of an extended closure. Our normal policy and procedures during this time will help us to ensure high educational standards, in line with College goals. We are committed to working in partnership, as a community, with parents and students in such an eventuality.

We have an expectation that work will be:

- Set according to the school timetable, following the procedures described below
- Communicated in an effective way - via Firefly
- Appropriate and relevant to student needs
- Completed in full by students
- Monitored and assessed

If the school has to undergo enforced temporary and/or partial closure, the following will apply;

- I. The College works under the expectation that students and teachers have access to the internet whilst at home (*the College will ensure it is aware of students for whom or circumstances where this may not be the case and work to provide mitigation*).
- II. The use of the iPad will ensure maximum efficiency in remote learning, the College holds information on which students do not have access to a device and will plan with parents the appropriate solution for each student.
- III. There is also a recognition that not all families will have access to a printer and so the College will not require families to print materials.

For short notice and short-term closure, remote learning will be provided as appropriate to the circumstances and in line with **Appendix A**. For extended periods of closure the following roles and responsibilities would provide clarity of expectation:

1. Roles and responsibilities

Student expectations:

- Students should retain structure to their working day starting with log-in to Google Classroom at 8:40am and work on each aspect of learning ideally at the time they would normally have a lesson in that subject.
- Check Google Classroom to see the posts/resources for each lesson and work through tasks in a timely fashion.
- Complete all set work and hand in work on Google Classroom.
- Use College email to communicate with teachers/LSAs if they are having difficulties accessing the work on Google Classroom.
- Students should sign off that they have completed set work as per teachers' instructions by submitting work on Google Classroom.
- Students' are expected to read and respond to emails from the College regularly.
- Deadlines must be met; in the event of an extended closure Heads of Year will be informed if students are persistently missing deadlines.
- Expectations should be met and all relevant associated behaviour policies upheld.

Teachers are expected to:

- When providing remote learning, teachers should be available via official school communication channels between working hours on the days when they are contracted to work. Upload teaching materials/lessons to Google Classroom.
- Set work, monitor and provide feedback in line with **Appendix A**
- Where students are working remotely and do not have the opportunity to benefit from peer collaboration and discussion, teachers may wish to consider collaborative documents such as Google Docs, Slides, Padlet etc. to facilitate this socially beneficial experience where appropriate.
- Teachers should endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer students' questions. Any extended tasks must be broken down and clearly state stages of learning and time anticipated for each section.
- Set tasks on Google Classroom that include lesson activities and resources, as well as any prep/homework that would normally be set.
- All lessons should have a **narration or video element** where the teacher explains the task; there may within lessons be an element of live delivery via a Teams Link. The pattern for this will be determined at the time for each circumstance but for example: for Core subjects this should be once a week, for other subjects it would be as appropriate in a series of a few lessons.
- Mark and feedback using Google Classroom with the same regularity as if in school.
- Make sure that all resources advised are available online.
- As much as possible, use the usual rewards (praise points, positive emails home), and verbal praise/warnings. Email parents if there are ongoing concerns.
- Communicate concerns regarding incomplete work or lack of progress to Heads of Year
- Work with due consideration to safeguarding and wellbeing in a remote environment and follow policy recommendations.

NOTES: All staff are skilled to set tasks using Google Classroom. Further training for video delivery and recorded delivery is being provided by the Digital Champion and is available on Firefly

If the College moves to remote learning for an extended period the following will apply:

Curriculum Leaders are expected to:

- Fulfil expectations of a normal classroom teacher.
- Regularly check the work being set on Google Classroom.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Provide support and training as appropriate to colleagues in their teams to ensure that work is provided in line with the policy.
- Maintain subject meeting and collaboration spaces online to ensure the well-being and efficacy of the team is maintained.
- Ensure cover work is set and monitored in line with expectations.
- Provide the Line Manager with updates and discuss any concerns.

Pastoral Leads are expected to:

- Whilst the College is partially closed or closed and students are learning from home, the primary responsibility for the care of the student rests with their parents/carers.
- During an extended period of closure, staff are expected to pass feedback to the Head of Year if there are particular concerns or a lack of communication.

The Learning Support Department

- The SENDCo and Deputy SENDCo will coordinate with Heads of Year and Pastoral Staff to ensure all involved are aware of which students are being allocated support and to avoid duplication of communication to parents. They will reach out to students/ staff/ parents and provide feedback and guidance as necessary.
- The Lead Team will connect with parents and / or students with an EHCP plan to check how they are coping with home learning.
- The LS Team will continue to provide Intervention teaching to meet the provisions on EHCP plans.
- The Learning Support Assistants to access lesson content and learning from their usual timetabled lessons via Google Classroom and to attend any live lessons alongside teaching staff where appropriate. They will offer support via Google Classroom or email to identified EHCP / facility students.

Parents are expected to:

- Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.
- Contact the Pastoral Manager if there are any concerns.
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. Line Managers have responsibility for monitoring and supporting remote learning in areas they line-manage
- Working towards ensuring all students and staff have access to an appropriate device to be able to provide and engage with the work required.
- Monitoring effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set, seeking feedback from students/parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

This guidance document is supported by the College Safeguarding policy. Specific additions to note include specific guidance on Data protection and Safeguarding for any Live Delivery which must be upheld by all participants.

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting students and parents with accessing the internet or devices

The Governing body are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Monitoring the well-being of all staff, including leadership, on delivery of often complex provision

2. Who to contact

If staff/students/parents have any questions or concerns about remote learning, they should contact the following:

- Issues with setting work or work being set - talk to the relevant subject lead or SENCO
- Issues with behaviour - talk to the relevant Head of Year or Pastoral Manager
- Issues with IT - talk to IT staff itsupport@heathfieldcc.co.uk
- Issues with staff workload or wellbeing - talk to line manager
- Concerns about data protection - talk to the data protection lead
- Concerns about safeguarding - talk to the DSL

For all other links see: https://www.heathfieldcc.co.uk/?page_id=2330048

3. Data protection

This Policy should be read in conjunction with the College Data Protection Policy and Online Safety Policy which provide comprehensive guidance and expectations for accessing and use of personal data, use of devices and keeping devices secure.

4. Safeguarding

This Policy should be read in conjunction with the College Safeguarding Policy

5. Monitoring arrangements

This policy will be reviewed annually and managed by the Headteacher.

6. Links with other policies

- Behaviour policy
- Child protection policy and Safeguarding Policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- The College Risk assessment and The College Contingency Plan

Appendix A: Teaching, Learning and Curriculum in the event of emergency full or partial school closure

Depending on the circumstances resulting in closure, the College will communicate reasonable expectations as soon as possible, which will endeavour to follow the principles below.

How often and how much?

In the circumstance that students may not physically be in the building, Heathfield Community College still views our role as to continue to educate as long as is feasibly possible. Work should be set following the school timetable for each day unless circumstances prevent this in the first instance. For their own well-being and sense of purpose students must be supported to access this as if it was a normal school day.

For Year 10, 11 and 13 any revision timetables that students are following outside of school hours and in addition to set work should also continue to be adhered to. Year 12 and 13 are expected to continue to complete additional set work in their independent study periods.

Websites and Apps

Below is a list of our most commonly used websites/apps. To check or reset passwords students should contact the following:

- Educake - Science teacher
- Sparx and Method Maths - Maths teacher
- Bedrock/Sparx Reader- English Teacher
- Google Classroom - usual network login or Network Services (itsupport@heathfieldcc.co.uk)
- School email - usual network login or Network Services (itsupport@heathfieldcc.co.uk)

SETTING WORK

As per the normal approaches, work set in the circumstances of an extended closure must still fulfil expectations of Heathfield teaching and learning, as set out in the Pillar descriptors.

1. The intent of each lesson should be clear to students. All work set should not be standalone; students should have a sense of the big-picture and relevance of the task set and how these fits with prior learning. This must be reflected in instructions.
2. Work should be set in lesson-sized chunks. Where more than one lessons work is set, there must be clear breakdown of tasks and expected time frames to allow students to easily see what should be done and how long it should take.
3. Work should either (a) introduce new content (with clear guidance/instructions about what students are expected to do), or (b) provide retrieval practice for topics that students have studied either this/last year.
4. During periods of extended closure, work set should include a **clear, concise narration/video element** (either using Loom, narrated PowerPoint or other screen recorder) to maintain teacher to student contact and provide “human” explanation of the

content. All efforts must be made to ensure high quality explanations are provided to students.

5. Any PowerPoint presentation or video/narration should ensure that a student's working memory is not overloaded (for instance, by reducing the amount of text on a slide, by speaking more slowly)
6. In most lessons there should be an opportunity for students to practice using their new knowledge/skills, following teacher instruction.
7. Work should be accessible to all students. Materials and instructions should ensure that students with additional needs can access and complete the work. For example, difficult tasks should be scaffolded, worked examples/complete models are provided and 'live modelling' may be used and recorded. Scaffolds should be withdrawn as students become more independent.

THE TYPE OF WORK set will vary but could include:

- a) Reading and note-making of new material from an online resource
- b) Working through subject specific presentations or worksheets
- c) Watching a subject specific video (this may be the teachers own recorded presentation) and responding to the content
- d) Completing a listening exercise (e.g. languages)
- e) Written response to questions
- f) Taking part in an online video seminar, by signing into an approved College video conferencing platform
- g) Use of online lesson material (e.g. Oak Academy)
- h) Completion of past paper or practice questions for those on exam courses
- i) Responding appropriately to collaborative tasks on a shared document.
- j) Working through relevant exercises offered by external providers (e.g Sparx Maths)

ASSESSMENT AND FEEDBACK

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning for an extended period of time.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure that assessed work is designed in such a way that meaningful feedback may be provided. This may include:

- Providing whole class feedback rather than feedback on individual pieces of work, this is an effective way of providing feedback, supported by educational research
- In-class checking and resolving of issues is still possible via Google Classroom and email.
- Using the "Comments" function on online documents on Google or Microsoft
- Providing feedback directly to tasks submitted in Google Classroom
- Sending a direct email to students with specific feedback / targets

- Feedback via another website / piece of software
- Recording oral feedback and sharing an audio file with the student via a QR code

Teachers are able to use assignments to give feedback within Google Classroom. During periods of extended College closure, work must be checked and feedback given at least weekly (*this does not necessarily mean marking*). For example, any issues of quality or clear misconceptions could be addressed; remote working should still enable responsive instruction.

Appendix B: Student Expectation and Protocols- approved video conferencing platforms

During extended periods of College closure, it may be necessary to deliver some lessons/parts of lessons using an approved video conferencing platform (hereafter referred to as a “live lesson”. These protocols are established to protect you and others whilst using video conferencing platforms during your live lessons. At any point during a lesson a member of staff has the right to remove you from the lesson if these protocols are not adhered to.

Expectations

No recording or copying of images

It is not permitted to record the live lessons or take any screen shots of what is taking place.

Dialogue in the live lesson, both verbal and typed, must be professional at all times

It is important live lessons are delivered in a formal manner as would be in a lesson in College.

Behaviour in the live lesson must follow the College behaviour for Learning Policy.

All behaviour in the live lesson should meet the College behaviour for learning policy and our high expectations.

Poor behaviour may lead to students being removed from the lesson.

Poor behaviour will be recorded with contact being made with home.

Poor behaviour may lead to students not being allowed to attend further live lessons.

Arrive at your live lessons on time

Live lessons will be set up to start at a specific time as per your normal timetable.

It is expected that students attend at this time.

You will then be held in a waiting room/lobby until the teacher admits you.

Protocols

Environment

Set up your device in a suitable environment free of distractions and other noise. Ensure your background image is appropriate for school or use a standard image provided by the video conferencing provider.

Joining the lesson

When you join the lesson, you must have your mic set to mute.

You will be required to turn your camera and mic on during the register so the member of staff can verify that it is you.

Failure to do so will result in you being removed from the lesson.

Etiquette

Staff may mute students at specific times.

You can raise a hand by using the appropriate feature within the video conferencing software if you have question at any point. You can use the text function to ask a question if the teacher permits this.