HAGLEY CATHOLIC HIGH SCHOOL

Remote Education and Online Learning Policy

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1. Statement of School's Online Remote Curriculum Aims

Hagley Catholic High School aims to continue to deliver the same broad and balanced curriculum online as it would in school, ensuring that the sequenced curriculum in place is conducive with the online learning provided and available, and no student is disadvantaged by having to engage in remote learning.

2. Aims

This Remote Education and Online Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all students (Inc. SEND) who are not in school, through use of quality online and offline resources and teaching and learning videos and materials.

- Provide clear expectations to all stakeholders with regards to delivering high quality, interactive remote learning.

- Include continuous delivery of the school curriculum aims, as far as possible, as well as support of students' social and emotional wellbeing.

- Consider continued education for staff and parents/carers (e.g. CPD, Parents Evenings, virtual assemblies and meetings).

- Support effective communication between the school and families and support attendance.

3. Who Is This Policy Applicable To?

- Any student working from home in a period of National Lockdown.

- Any student working from home as a result of isolation of a COVID 19 bubble or partial bubble.

- Any student working from home as a result of a positive COVID 19 test or associated isolation due to exposure to a COVID 19 case.

- Any member of staff responsible for delivering remote education and online learning.

- Any member of staff specifically responsible for the pastoral care, safeguarding and welfare of students.

- All Parents/Carers.

4. Content and Tools to Deliver Remote Education and Online Learning

Resources include:

- Microsoft Teams – all students and staff have an Office 365 account and access to Microsoft Teams and all other Microsoft Applications.

- Any other online resources (E.g: Haggle, Seneca, GCSE Po, Oak Academy, BBC Bitesize, Kahoot!) are all available remotely too via staff and students accounts.

- Live virtual lessons in Microsoft Teams.

- Pre-recorded PowerPoints and presentations, assemblies, videos or services via You Tube.

- Set pieces of work, tasks or projects set in Microsoft Teams.

Remote learning should be carried out in line with the following:

- Remote Education and Online Learning Code of Conduct (Appendix 1).

5. Home and School Partnership

Hagley Catholic High School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning might look different for different families in order to suit their individual needs.

Hagley Catholic High School has provided training for staff on use of Microsoft Teams and all associated platforms, and relevant training and CPD is ongoing. Students are given training and routine refreshers on how to access Microsoft Teams and access and submit work.

Online learning should always follow the schedule of the school day or any associated timetable published by the school subject to the circumstances at the time.

We would encourage parents/carer to support their children's work, including finding an appropriate place to work and, to the best of their ability, support students with work encouraging them to work with good levels of concentration and engagement.

Every effort will be made by staff to ensure that work is set promptly, and live lesson invites calendared timely. Should accessing work be an issue, or online engagement prove difficult students can contact IT support on support@stnicholasowen-mac.org.uk while parents/carers can call reception or email reception@hagleyrc.worcs.sch.uk where we will endeavour to resolve any issues.

We would encourage parents/carers to familiarise themselves with Hagley Catholic High School's E-safety Policy which can be found as part of our Safeguarding Policy on the website.

All children are expected to follow the same e-safety rules they would at school.

6. Roles and Responsibilities If, And When, All Students Move to Remote Education and Online Learning

Teachers

When providing remote learning, teachers must be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Providing online remote learning via teams through either:
  - a live lesson for 60 minutes.
  - a pre-recorded PowerPoint with associated learning tasks with the lesson top and tailed by the teacher.
  - some introductory teaching followed by a set of independent tasks with a set of resources to work through.

The member of staff will be available for the full duration of the 60 minutes, even if not live, through the chat or call functions in the lesson. The only time any of this might not be the case is if a teacher is unwell, at which point work will be uploaded to Teams for the lesson, but the teacher will not be available.

Please also note that while the contact/lesson is 60 minutes, additional associated work/homework will also be set.

- Registration of students – absent students must be reported to the Attendance officer at the end of each lesson or Sixth Form Administrator for KS5.

Setting and Assessing Work:

- Teachers will timetable each lesson in each class' Teams Channel calendar.

- Teachers will provide instructions on when and how to submit work.

- Teachers will ensure all resources for each lesson are shared through the files section of the Teams channel.

- Teachers will use online assessment methods to assess engagement, understanding and progress (e.g: MS Form quizzes, Kahoot! Teams Assignments and much more).

- Teachers will provide feedback on work set in accordance with the school assessment policy.

- Teachers will provide feedback throughout a live lesson both verbally and through the chat function of Teams.

- If there is an ongoing concern around the level of engagement, behaviour or quality of online work of a student then the teacher should log this in ClassCharts, this will be referred to their Head of Department, the students' Head of Year and the Assistant Principal: Behaviour and Attitudes.

- Any complaints or concerns shared directly by parents/carers or students should be dealt with by the teacher with the support of their Head of Department or SLT Dept Link.

- Any safeguarding concerns must be referred immediately to the DSL via Safeguard.

Learning Support Assistants

Learning Support Assistants must be available during their normal working hours in school to support the provision for critical worker and vulnerable students in school.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When supporting remote learning, Learning Support Assistants are responsible for:

- Supporting students learning while in an online lesson.

- Ensuring critical worker and vulnerable children can access work provided.

- Take direction from the class teacher in relation to support required during a remote lesson.

Learning Support Assistants may also, at the direction of the SENDCO, be asked to join specific lessons online to support SEND students working from home.

During the school day, Learning Support Assistants may also be required to complete tasks set by a member of SLT.

Attendance Officer

The Attendance Officer is responsible for:

- Recording the attendance of all critical worker and vulnerable students in school on a daily basis.

- Updating the DfE Educational Status Form if, and when, in operation.

- Reporting attendance to the MAC Central Team every Friday before noon.

- Recording all absent students from online lessons.

- Messaging all parents/carers of absent students at lunch, for the am lessons, and at the end of the day for pm lessons.

- Tracking attendance and disengagement and operating a tracker for use by PLT, Inclusion Officer and SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Management of any supervision rotas for critical worker or vulnerable children who are in school.

- Co-ordinating the online learning approach across the school inc. daily monitoring of engagement, behaviour, teaching and learning.

- Monitoring the effectiveness of online learning, through usual monitoring channels and processes and share this at Senior Leadership Team meetings and subsequent Staff Meetings.

- Share any adaptations to online learning with all stakeholders.

- Monitoring the security of online learning systems, including data protection and safeguarding considerations.

- Ensure there is routine CPD available for staff in delivering online learning.

Designated Safeguarding Lead (DSL) and Safeguarding and Inclusion Officer

The DSL is responsible for:

- Ensuring all critical worker and vulnerable children are catered for, safe and well during any full closure, ad provision is available in school for those who meet the guidance.

- Managing all safeguarding concerns alongside the Safeguarding and Inclusion Officer.

- Ensuring the E-Safety Policy is up to date.

- Ensuring that online safety materials and resources to support welfare and anxiety remain available and high profile while students are away from school, including the routine update and management of the Hagley Online Wellbeing Hub.

The Safeguarding and Inclusion Officer is responsible for:

- Day to day management of any reported safeguarding concerns through Safeguard.

- Safe and well checks of all vulnerable and SEND learners.

- For further information, please see the Safeguarding and Child Protection Policy.

IT Support

IT Support is responsible for:

- Ensuring the online platforms to operate the plans are in place and operational.

- Fixing issues with systems used to deliver lessons and set and collect work.

- Helping staff with any technical issues they are experiencing.

- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer.

- Supporting the Principal and SBM with procurement of any additional resources needed to fully operate online learning.

SENDCO

Alongside any teaching responsibilities, the SENDCO is responsible for:

- Ensuring that provision is made available in school for children with EHCPs, as part of the vulnerable group.

- Ensuring that students with EHCPs continue to have their needs met while learning online and liaising with SLT and other organisations to make any alternate arrangements for students with EHC plans.

- Identifying the level of support needed by all students with additional needs and ensuring provision is in place.

- Monitoring quality of work set for children with additional needs.

- Mapping the provision provided by the LSAs in school for critical worker and vulnerable children.

- Facilitating access for LSAs to join online lessons and engage in Teams breakout rooms with SEND students, where appropriate.

- Keeping teaching staff well informed about the needs of students with additional needs in an online learning environment.

School Business Manager (SBM)

The SBM is responsible for:

- Ensuring value for money when arranging the procurement of equipment or technology.

- Ensuring that the school has adequate insurance to cover all online working arrangements.

- Working with the Assistant Principal: Safeguarding and Inclusion to ensure all the needs of vulnerable and critical worker students are met, especially provision for children on the FSM register.

Senior School Administrator

The Senior School Administrator is responsible for:

- Liaising with the Principal to manage and send out all relevant communication to parents/carers about the arrangements in place for online learning.

- Setting up any online virtual events teachers and parents such as online parents' evenings.

Students and Parents

Staff can expect students learning remotely to:

- Familiarise themselves with the Remote Education and Online Learning Code of Conduct (Appendix 1).

- Log into Teams at the beginning of the school day for registration and then every subsequent online lesson.

- Be present in all lessons unless an absence has been reported to the Attendance Officer by a parent/carer.

- Complete work to the deadline set by teachers.

- Seek help if they need it, from teachers or Learning Support Assistants.

- Alert teachers if they are not able to complete work.

- Behave in an appropriate manner for an online lesson.

Staff can expect parents/carers with children learning remotely to:

- Support children in understanding the Code of Conduct.

- Make the school aware if their child is sick or otherwise cannot complete work.

- Seek help from the school if they need it by contacting reception@hagleyrc.worcs.sch.uk.

- Ensure students are well set up at home for online learning and to monitor their work as best possible.

- Familiarise themselves with e-safety guidelines.

- Prioritise children's wellbeing and health.

- Encourage their child(ren) to engage and do their best.

- Be respectful when raising any concerns known to staff.

- To support the school in dealing with any negative online behaviours.

Governors

The Governors are responsible for:

- Monitoring the school's approach to providing online learning to ensure education remains as high quality as possible.

- Ensuring that staff are certain that online learning systems are appropriately secure, for both data protection and safeguarding reasons.

7. In the Event That School Is Open, But A Bubble or Group of Students Are at Home

In the event that school is open to all students, but circumstances dictate that a large group or bubble of students have to work from home then those students at home will have work for the day uploaded to the Teams Channel for each lesson that they should be in and miss.

There maybe times when the teacher is able to live stream their lessons from the classroom, they are teaching in with the other students, but this is not always logistically possible and cannot be promised. Where this is possible all parts of the policy to this point remain the same.

However at such times the teacher remains contactable via email and Teams chat for support and guidance.

8. Links with Other Policies and Development Plans

This policy is linked to our:

- Safeguarding Policy.
- Behaviour Policy.
- Data protection Policy.
- Online Safety Acceptable Use Policy.
- E-safety Policy.

All of which can be found on the website.

9. How to Get Set Up

Equipment

You will need a PC, Mac, tablet or a smartphone. Whichever it is, it will need to have a built-in camera, or a webcam attached. It will also need to have a built-in microphone and speaker, or for better quality you can use a headset with mic, or a pair of headphones that have a built-in mic (as often used for phones).

Lessons will be delivered through Microsoft Teams, which can be downloaded as an app for your device: https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app

Or there is a web version which supports the following browsers:
- Internet Explorer 11.
- Microsoft Edge.
- The latest version of Google Chrome.
- The latest version of Firefox.

Internet Connection

For most people, their internet connection should be fine for good quality video and audio. It is worth testing this with friends or family before starting the first lesson. If it seems slow there are several things you can try:

- Move your PC/device closer to the router (if you are far away the Wi-Fi signal is not as strong). Or use a network cable to connect your computer to the router.
- Checking that other people in the house are not using the internet at the same time (e.g. streaming video or TV).
- Test the speed of the internet connection, for example, here: https://www.speedtest.net.

If there is a temporary problem with your line, you can contact your service provider to ask them to check for faults on the line.

Not everyone has a fast broadband internet connection, or good mobile data signal. This can result in lower video quality, but generally the sound will be prioritised so you should be able to hear the teacher. Turning your own picture off will use less bandwidth if you have issues.

For those who do not have a fast-enough internet connection for live online video Lessons, teachers will be able to recommend resources, and support students' learning at home by other means such as email.

Setting Up Microsoft Teams and Associated Channels (Classes)

- IT Support will ensure all teachers and students have their Microsoft 365 accounts set up and log in details shared with all stakeholders in good time before the start of any launch of live online lessons. These will be shared via school email accounts with instructions on how to download the app and log in. (User guides and instructions will be attached).
- IT support will set up Teams and channels for each Teacher and add students to the correct channel, students should notify IT support if they have not been added to a channel or added to an incorrect channel. Teachers and students can always contact IT Support for help at support@stnicholasowen-mac.org.uk

Joining an Online Teams Lesson for Students

Step 1
Open the Teams app on your device and enter your username and password as per the email you will have received from IT support.

Step 2
Check that you have been added the correct channels for the subjects you study on the left-hand side.

Step 3
Click on the calendar on the right-hand side on the pc/mac app, at the bottom on mobile device and you should see your meetings/lessons in your calendar, click on the correct one at the correct time and press join. You will then join the lesson with you classmates and teacher.

Join on The Web Instead

You can choose to join on the web instead by clicking on the link you may have been sent when the calendar event was set up that says, "join via web".

You will then be asked to allow Microsoft Teams to use your mic and camera. When you have clicked allow you will be asked to join now as in **Step 3** above.

Scheduling Lessons

- Teachers will schedule lessons as per the school timetable in teams and these will appear in each Team calendar.
- Specific times for any Year group lesson will be published separately if they do not match the typical times of the school day.

To schedule a lesson the teacher should:
  - ➢ go to Calendar in Teams.
  - ➢ schedule a new meeting.
  - ➢ add a title (subject & content e.g. Computing; system maintenance).
  - ➢ select the relevant class in the "Add channel" box.
  - ➢ click save.
  - ➢ All members of that Channel (Class) will now receive the link to that Lesson.
- An email will be sent and specify the date and time for the lesson, and it will appear in the channel chat and the calendar.

10. In an Online Lesson

The teacher will take a register to record attendance just as happens in face-to-face lessons in school. Any absences will be reported to the Attendance Officer or Sixth Form Administrator.

The teacher will set the parameters for the online lesson and this will include deciding who can join from the lobby, whether participants are muted or not, whether the chat function is muted or not, who can screen share, or take on the presenter mode and other such functions.

The teacher may choose to record the lesson so it can be available to anyone who missed it or wants to refer back to the lesson content for guidance or to complete work.

This can be done once in the live lesson by clicking on the three dots and selecting "Start recording". The recorded lesson will appear at the end of the lesson in the "Posts" section of the Channel and uploaded to the files section of the Team in "Recordings".

The recording will be stored for a maximum of seven days in the Team's files section under "Recordings" before being deleted. Students will be able to view a recording but not able to download it.

How to Get the Most Out of a Lesson

Setting Up A Space for Learning

Although homes may not have much "spare space" and may have other people around, it is helpful to think about where the learning will take place and get things set up before lessons begin. This should make it easier and safer to enjoy the lesson. Teachers and students will have other lessons after the end of each lesson, so being set up and ready on time means you can make the most of the time.

The space should be somewhere:
- With room to work with the resources required, and to set up your laptop/PC/phone.
- Where you can focus, and that is not noisy (e.g. not with a washing machine on, or a TV, or other people coming and going).

Treating the Lessons in The Same Way You Would in School

There are some other things to think about as online lessons will be taking place in the informal space of people's homes rather than in the more "professional" setting of a school. It is important for the learning experience and for students' safety that the same behaviour is expected in online lessons that would be expected at school.

Positive online behaviour and learning will continue to be rewarded with House Points in ClassCharts, just as it would if in school.

Online behaviours that are not acceptable will be recorded by staff using ClassCharts and notifications sent to parents/carers, Heads of department, Heads of Year and SLT.

Such behaviours might include:
- Inappropriate language or comments in the chat function.
- Unnecessary and excessive use of emojis.
- Inappropriate comments, noises, language etc.

- Any behaviour that disrupts teaching and learning.

A teacher may choose to completely mute or remove a student from an online lesson if they think their behaviour has gone too far despite efforts to remedy it.

In addition, teachers will record when work is not submitted or there is incomplete work.

In the event of poor online behaviours students can expect contact regarding this from their Head of Year or the Assistant Principal: Behaviour and Attitudes, and that parents will also be informed.

Using Your Webcam

Any lesson, whether online, or face to face in a classroom, benefits from engagement, participation and interaction. In an online lesson the best way for this is by having webcams turned on and we would encourage all participants in a lesson to have their cameras on when requested to do so by the teacher.

Responsible Behaviour and Dress

- To help make lessons safe and enjoyable, and just as in a school student are asked to: Dress appropriately (e.g. not wearing pyjamas). Students are courteously asked to wear clothing that would normally be worn in public.
- Follow the teacher's instructions.
- Ask the teacher before leaving the lesson if you need the bathroom for example.
- Not take phone calls, message others, or use devices that are not requested by the teacher for learning.
- Not have other browsers or apps open during the online lesson to reduce the risk of inappropriate content being visible to others.
- Not take screenshots or screen record the lesson, just as you would not in school.

In an online lesson the background behind you will be visible to all so, it is good to make sure:

- That you try and have a neutral background that doesn't show any personal information (e.g. screens with social media profiles), or personal items (e.g. inappropriate laundry drying).
- Does not have anything that might offend others (e.g. posters with inappropriate language).
- That there is not a TV on and screen showing content in the background.
- It is also advisable to use the personalised background feature in teams when your camera is turned on.

Responding to Concerns

Students who have any concerns before, during, or after a lesson should ask their parent/carer for help. This could include for example:

- Technical issues with the computer or internet connection.
- Practical issues, such as arranging the appropriate space to run their online lesson.
- Other issues, such as not being comfortable with what is happening in a lesson.

The parent/carer should be aware that the reporting of any safeguarding concerns is the same as under Child Protection and Safeguarding Policy. Any concerns can be addressed via email to saferefuge@hagleyrc.worcs.sch.uk and titled URGENT SAFEGUARDING. These will be forwarded as a matter of urgency to the Safeguarding Team.

What Is Required and Expected of Parents/Carers and Their Involvement in Lessons

Having the support of a parent/carer is one of the key factors in academic development and it is only natural that they may want to be involved and see what is happening in the lesson too. Support from a parent/carer in setting up the online lesson may be needed. Being within earshot is important for safety as well as for practical help, if possible.

Appendix 1: Remote Education and Online Learning Code of Conduct

The Remote Education and Online Learning Code of Conduct is a document that outlines how we expect users to behave when learning online is in place. School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything you do on a school device or using school networks/platforms/internet may be viewed by one of the staff members who are here to keep you safe. You should not behave any differently when you are out of school or using your own device or home network. In joining any lessons it is explicitly expected that you both adhere to this code of conduct and in joining a lesson accept the terms of this policy and code.

1. To ensure that my studies are not disrupted because I am temporarily working away from school, I give permission for my school email to be used by my teachers for teaching and learning purposes.
2. I will always treat myself and others with respect; when I am online or using a device, I will treat everyone as if I were talking to them face to face in a classroom.
3. I will ensure my parent/carer is aware of when the online lessons are taking place.
4. The messages I send, or information I upload, will always be polite and sensible. I understand that all messages I send reflect on me and the school.
5. I will choose a sensible place to work from – ideally a living room - and I will dress appropriately for my lessons as I would do at school.
6. I will make sure that I have all the tools and resources I need in advance, so that I do not have to leave my desk and interrupt the flow of the lesson.
7. I will be at my online lesson on time and be present throughout the duration of the online lesson.
8. I will complete exercises/tasks as directed by my teacher and upload completed work to meet the deadlines set by my teacher.
9. I understand that my online lesson may be monitored by senior leaders from the school.
10. I understand that Microsoft Teams is a closed school system open to me through the school's network and is limited to me, the staff and my fellow students. I should not invite any guests from outside the school to join the system through the use of my login details.
11. I will not under any circumstances provide my login details to anyone else. The system is fully secured and my activity on the system can be monitored.
12. I will be careful when opening and sharing files and attachments, checking for viruses etc. If I am unsure, I will never open a file, hyperlink or any other attachment.
13. I will not share my or others' personal information that can be used to identify me, other students or my teachers on any online space, unless a trusted adult has given permission or reviewed the site.
14. I will never take secret photos, recordings or videos of teachers or other students.
15. I will join the lessons at the times I have been given and if I am unable to join the lesson for any reason e.g. through ill health, I will let my teacher know in advance.
16. I understand that a recorded copy of lessons may be accessed to keep myself and others safe.
17. I understand that if I have any concerns, I can contact the school and ask my parents/carers for help with this.