**St Martins blended learning guidance (remote working)**

**Government guidance states: ‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.’ They also state we need to have a ‘strong contingency plan in place for remote education provision by the end of September.’**

**A**ims

To outline procedures and practice for pupils in self isolation, and are otherwise fit and healthy, to continue with their academic program

To share our practices with parents and ensure they know their role in supporting remote working

To outline procedures and practice for staff in self isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program

To outline procedures and practice for staff, pupils and their parents to continue with the academic program if the School has to close due to advice from the Government and/or Public Health England or similar body.

**Please note this policy is only relevant for COVID related absences. Normal absences will follow previous school guidance on catching up work.**

**Reasons for policy to implemented**

* Pupils self-isolating for a variety of reasons
* Staff self-isolating for a variety of reasons
* Year group bubbles isolating
* Local lockdown/ whole school closure

**Scenario one:**

**Remote learning for pupils who are in self isolation whilst the school is still open. (individual or whole class/year group)**

During any such period, the School will make sure that education is provided remotely (online) so no-one need fall to far behind. This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

**Pupils expectations**

* Pupils should retain structure to their working day starting with log-in to emails and SMHW at 9:00. Pupils should email their tutor to register for the day.
* Check emails/teams class page & SMHW to see the posts/resources for each subject
* Complete all set work and, if requested, to hand in work on SMHW/via email
* Use designated teams/emails/SMHW to communicate with their teachers and ask questions if they do not understand/require help
* Pupils must sign off that they have completed set work as per teachers’ instructions using the SMHW ‘submit’ function.
* Email tutor at the end of the day to list what work has been completed for each lesson
* If work has not been set in time for the lesson, then work for the day may be completed in a different order or at different stages during the week.

Parents/Guardian expectations:

• Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.

• Contact the pupil’s tutor & HOY if there are any concerns.

Teacher expectations:

• It is recognised that teachers will have to cover their normal timetabled lessons and may be teaching classes for most of the day. Within the primary phase, teachers will need to liaise to ensure a range of homework is set and is manageable in the time given.

• They should endeavour to find time whenever possible during lessons to set work that covers the significant points covered/the main learning objectives. Teachers should also set differentiated learning that supports the needs and strengths of all pupils, including those with SEND, those who are more able and those with challenging or disadvantaged backgrounds, as appropriate.

• Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with absent pupils. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.

If a whole year group/class is absent then the teacher will be expected to be online on the Teams page for their class to share their lesson. This may be an online lecture, an online lesson, a PowerPoint with narration, work set to complete during the lesson time etc. The teacher should be available to answer pupils’ questions during the lesson time. (Please see scenario 3 for more details)

**Scenario 2:**

**Remote teaching for staff who are in self isolation**

Teaching staff are required to self-isolate if they have been in an affected area and are displaying COVID symptoms, or if they have been to one of the designated affected areas according to Public Health England even, if they are not displaying symptoms, have been contacted by track and trace, if they or a member of their family is awaiting test results.

During any such period, the School will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned. If a member of staff is required to self-isolate, they are expected to:

* If well enough to set work – this may mean teaching online during the lesson and be available during scheduled lessons to answer any questions pupils may have via ‘Teams class channel/emails. There will be a cover member of staff in the classroom with the students to act as intermediate between the teacher and the students. This would be follow the style of teaching for scenario 3 but the teacher is the person working remotely

• If unwell but okay to set some work follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.

• Additionally, they should mark work and give feedback remotely as per point 3 below.

* If too unwell to set any work HOD to support the setting of work for that teacher.
* If dependents are self-isolating too then the expectation is that the care is shared and the teacher is available for 50% of their teaching time. If there are issues with this please see HOD/SL

Scenario 3:

Remote teaching and learning in the case of enforced school closure If the school has to undergo enforced temporary partial closure/closure due to government and/or public health guidelines, the school will have provided a revised timetable for all year groups. This will include ‘taught’ session where all students will need to present on the Team channel for that lesson at the correct time (on timetable) and their teacher will teach the lesson (using the methods they deem most suitable) and set work for the rest of the week. Other sessions are ‘tutorial’ sessions where the teacher needs to be available on the Team for their lesson and email if students have queries. It is expected students will complete work set during these tutorial sessions. This system hopes to support students and their parents/guardians if entire households are working from home and support teachers in this situation too. In this instance the following will apply:

**Pupils/Student expectations:**

**Pupils expectations**

* Pupils should retain structure to their working day starting with log-in to Teams emails and SMHW at 9:00 to register with their tutor.
* Follow their revised timetable for taught sessions and tutorial sessions – see timetable for explanation of terms.
* During taught sessions be on Team for that subject at the time shown on timetable and follow teacher instructions
* During tutorial sessions emails/teams class page & SMHW to see the posts/resources for each subject and complete all set work and, if requested, to hand in work on SMHW/via email
* Use designated teams/emails/SMHW to communicate with their teachers and ask questions if they do not understand/require help
* Pupils must sign off that they have completed set work as per teachers’ instructions using the SMHW ‘submit’ function or Teams hand in option.
* Pupils may need to photograph work of a visual nature and use the SMHW/teams to submit this to teachers.
* Deadlines must be met; the tutor, Head of Department and Heads of Year will be informed if they are not. This will then be shared with parents/guardians.

**Teachers and support teachers are expected to:**

* Upload teaching materials/lessons to Teams/SMHW
* Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable
* Be on the Teams channel ready to ‘teach’ (in the way they deem most suitable) for taught sessions.
* Be available during scheduled tutorial lessons to answer any questions pupils may have via ‘Teams class channel’.
* It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.

• If the school is off, we will ask teachers to set one longer task that covers several shorter lessons (e.g. a task for the whole week).

* The total set work should reflect the total length of lesson time that is missed.
* Set tasks on Teams/SMHW that include lesson activities and resources, as well as any prep/homework that would normally be set.
* Mark and feedback using Teams/SMHW with the same regularity they would have done if in school.
* Make sure that all resources are available online including scanned pages of textbooks. (may not be possible if teachers do not have online subscriptions to textbooks
* As much as possible, use the usual rewards and sanctions such as house points/demerits, and verbal praise/warnings. Email parents if there are ongoing concerns (cc tutor & HOY)

**Senior Leadership Team (SLT):**

Alongside any teaching responsibilities, senior leaders are responsible for:

* Co-ordinating the remote learning approach across the school
* Monitoring the effectiveness of remote learning through regular meetings with Heads of Department, regular communication with parents/carers and reviewing work set
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations
* Considering the impact of any closure on staff and making adjustments as necessary

**All of the below expectations are relevant in scenario 1 and 3.**

**Heads of Department are expected to:**

• Regularly check department pages and the work being set on Teams/SMHW

• 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 to colleagues in their teams to ensure that work is provided as required.

**Tutors are expected to:**

* Liaise with staff who are concerned about a student’s engagement with remote learning and/or any wellbeing concerns
* Tutor to make contact with the student
* Tutor to make contact with the parent/carer
* Share with HOY/inclusion team and ask for support where necessary

**Heads of Year are expected to:**

* Regularly check with year groups teams that pupils are submitting work, keep a record of issues and actions
* Praise pupils who are working very hard
* Support year group teams with pupils who are of concern
* Liaise with SEND department to support pupils.
* Liaise with the inclusion team to support pupils.

**The Learning Support Team are expected to:**

* Agree which pupils will receive on-line support or contact. This will be based firstly on those pupils who have an EHCP (or Statement of SEN), then on those pupils who are designated as K-SEN. The support and contact will be discussed and agreed with Form Tutors/Heads of Year/Heads of Department.
* Agree an appropriate level of contact/support depending on the needs of the individual pupil, the scenario and the number of pupils needing support. Some support may be provided in small groups as appropriate for good progress. LSAs will be expected to keep records of all contact and liaise as appropriate with teaching staff/tutors.
* Give due regard to the provision outlined in EHCPs (Statements) and/or in Professional advice with regards to specialised support or intervention, e.g. ELSA and SEMH support for anxiety, targeted cognitive intervention, or ongoing intervention from external agencies, if available (e.g. SALT). Delivering such interventions remotely as far as possible. As per the withdrawal of the ‘reasonable endeavours’ provision on 25 Sep 2020.
* As far as possible, support teachers in the ongoing identification of need.
* Connect with parents and/or students who receive any one-to-one support, to check how they are coping with the home learning.
* The SENCO will coordinate the LSAs to reach out to students/staff and provide guidance/feedback as necessary.

**The Inclusion team are expected to:**

• Connect with parents and/or students who receive inclusion support, to check how they are coping with the home learning.

• The team will liaise out to students/staff and provide guidance/feedback as necessary.

Additionally, the designated Safeguarding Lead (DSL) will maintain regular contact with the safeguarding team, Heads of Year and relevant external agencies.

The responsibility to safeguard students remains a key priority and the school will continue to fulfil those responsibilities, making any appropriate adaptations. Any changes to procedure will be detailed within a Child Protection Policy addendum and will be made available to staff, students and parents/carers via the school website.

Vulnerable students will be identified and supported by key workers throughout any period of absence from school. Where appropriate, external support will continue to be offered, which may be remotely.

Staff will continue to log any concerns by contacting the safeguarding leads.

**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 tutor/HOY if there are any concerns