

	<h1>Distance Learning Curriculum Policy</h1>
Person(s) Responsible:	
Approval:	Governing Body
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Read in conjunction with: Safeguarding Policy; Curriculum Policy; Marking Policy; Data Protection Policy

SECTION 1 Principles Underlying Remote Learning Curriculum Policy

1.1 Rationale

Spring Hill High School ('the school') is committed to complying with government guidance to safeguard its students, staff, families and other third parties from the spread of Coronavirus by effectively facilitating social distancing. It is also committed to 'keeping the doors of learning open' throughout the period of uncertainty presented by the pandemic and providing continuity of programmes of learning in the event of a lockdown, enforced closure or other problems that may arise. We aim to deliver the highest quality of education and the most creative, engaging and tailored learning experience possible in light of the emerging need for students, where possible, to access their education remotely. The School shall also work with local authorities to agree the provision needed locally to support the needs identified, and recognises that this duty exists during both term time and school holidays.

1.2 Scope

The school is responsible for providing places to 'vulnerable children'. At times these children cannot attend school and education must still be provided.

1.3 How are vulnerable children defined?

Vulnerable children include those who have a social worker, and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a child protection plan, and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need, or otherwise meet the definition in section 17 of the Children Act 1989.

1.4 Risk Assessment

For children with EHC plans, the school shall maintain a case-by-case risk assessment regarding their attendance during periods of national restrictions. This assessment shall consider the following factors:

- Potential health risks from coronavirus, keeping in mind any underlying health conditions
- Risk if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- Ability of the child's parents, or home, to ensure their health and care needs are met safely
- Potential impact to the child's wellbeing of changes to routine or the way in which provision is delivered

1.5 Students and families who are at risk

The school recognises parents'/carers' right to not send their child to school because they, or someone else in their family, is at particularly high risk. If a vulnerable child can be at home, they shall be provided with a quality offer of remote learning combining virtual sessions and projects.

1.6 Keeping the doors of learning open

This section outlines the schools approach to educating students **unable to attend** throughout **periods of national restriction**.

Many schools have been setting up online learning, or preparing homework packs for children. The school recognises that the effectiveness of this depends on families having internet access and devices students can use, and also on whether adults can supervise learning. We strive to promote accessibility to the curriculum and provide a student-centric and transparent service.

We shall provide remote learning experiences in line with government guidance in relation to hours per day (5 hours at Key Stages 3 and 4) regardless of their level of access to devices, technology and networks.

We shall also provide support for parents and carers to easily engage with their child's learning and provide a forum where they can be involved in the learning process, via the school website and regular welfare and support liaisons with site leaders.

Further to periods of national restriction, Spring Hill High School shall also endeavour to provide distance learning via platforms outlined in this policy, in the event of a:

- **long-term absence**

- in the event of an **authorised absence for logistical reasons** (e.g. taxi travel difficulties), where the pupil is fit and well (that meaning, not suffering with sickness/illness), providing school become aware of this absence before 8:45AM on the day of absence. The school shall make reasonable endeavours but cannot guarantee the availability of distance learning if absence is confirmed after this time.

SECTION 2 Distance Learning Plan

2.0 Introduction

At Spring Hill High School, we are proud to deliver our high quality education and fulfil our mission statement in the context of all our school sites. We are also proud that we will be able to do so under exceptional circumstances that may require partial or full site closure. In these circumstances, our commitment is to provide an alternative means of education in the form of this Distance Learning Plan. The Distance Learning Plan designates the experience students will have when school remains in session but when students are unable to physically attend school for the reasons outlined in section 1 of this policy. While differences in ways of working are unavoidable, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

Our entire curriculum is delivered remotely to children, in line with their usual timetable, through a mixture of virtual sessions and project based learning. All students shall have the opportunity to attend 'face-to-face' sessions with their core subject teachers in line with their usual timetabled learning hours. Our aim is to adapt the style and pace of learning to best suit each individual.

Teachers may be required to make necessary adaptations in some subject areas, such as our vocational curriculum where sessions focus on the theory accompanying your child's practical sessions in school, as well as Physical Education which is delivered by our PE department using Google Meet video conferencing.

The school's Distance Learning experience empowers our students to make choices about how they reach clearly defined learning goals; feel safe to take intellectual risks while persevering through challenges; be supported with modelling, mentoring and support, differentiation, specific feedback and opportunities for reflection and revision; and, will continue to be student-centred and tailored to individual learners.

2.1 Distance Learning Platforms

The following online platforms support Distance Learning at Spring Hill High School and staff/student/guardian collaboration to ensure a quality pupil-led learning experience when planning and delivering remotely:

- **Google Classrooms** is the online distance learning platform used by students, staff and guardians
- **G suite (comprising of Google Drive, Docs, Sheets and Slides)** is the cloud-based file storage drive for working documents used by staff and students
- **Gmail** is used for communication between staff and between leaders and

third parties. Also, when work is set, returned and marked, teachers and students will receive email notifications

- **Phone calls and SMS** are the method of contact used by leaders and individual student mentors to communicate with students and families e.g. to conduct safe and well checks from *organisational devices only*.
- **Google Hangouts, Zoom and Microsoft Teams** are the online communication tools used by leadership to contact and communicate with external agencies and other professionals involved in the 'team around the child'

2.2 Safeguarding

Where pupils are unable to attend school in person due to the circumstances outlined above, opportunities shall be provided for pupils to take part in virtual lessons via the platforms outlined above. Teachers and Learning Support staff who are interacting with students in this way (e.g. via voice communication or video conferencing software) must ensure that appropriate staffing levels are in place (i.e. 2 members of staff are present in the meeting for the duration of the students' virtual session).

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of the Safeguarding and Child Protection Policy addendum. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Poor conduct from pupils in a virtual setting

If a pupil exhibits conduct that may place staff at risk during a virtual session (for example, reveals sensitive body parts) staff must end the virtual session immediately, or in the case of a group virtual lesson, the teacher shall remove the offending pupil from the session as soon as possible. If a member of staff has witnessed a pupil exhibiting such behaviours, they must make their direct line manager (e.g. site leader or member of the Senior Leadership Team) aware as soon as possible.

The expectations on pupils when engaging in virtual lessons, provided as part of the 'Students & Parent Distance Learning Guide' are as follows:

- Being on time
- Having books and stationery ready before class begins
- Muting their microphone when asked
- Turning on their camera when asked
- Maintaining eye contact when asked
- Raising their hand to ask questions, or using the relevant online class participation feature
- Turning on gallery view when asked
- Refraining from eating or drinking during the live lesson unless given permission by their teacher
- Following our dress code and uniform policy
- Not disrupting the lesson for others (for example, by messaging about something other than school work)

Use school channels to communicate

As always, staff shouldn't communicate with parents or students outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact students using their personal email addresses or phone numbers). If you have expectations with parents already about contacting staff and when they'll get replies, remind them about these.

If teachers are using Google Hangouts Meet for virtual lessons:

Teachers must ensure that appropriate staffing ratios are maintained (e.g. they are supported when engaging with 2:1 students, and should:

- Sit against a neutral background
- Dress like they would for school - no pyjamas!
- Double check what other tabs they have open in their browser, if they're sharing their screen (e.g. no search results for adult content open in another tab)
- Use professional language

If you're using a system that isn't Google, like Zoom, where you can see students, contact the school's Data Protection Officer who will seek consent that parents are happy with recording.

It is advised to ask for students to be on mute with webcams off, to cut risks.

If teachers are phoning students (as directed by site leader)

- Have a parent there at the child's end if possible, and have the phone on speaker phone
- Either use an app like 3cx that routes calls through your school's number rather than their own, or block their number so students don't see it (give parents a heads up of what time you'll be calling if blocking numbers, so they're more likely to pick up).

2.3 Protecting the rights of data subjects

A large number of staff will likely access personal data about other staff members and pupils in school, including when managing online learning. Staff will be able to access personal data on a secure cloud service (G suite) and use chromebook systems so they're unable to keep any data on their devices. Devices are provided by the school and appropriate security arrangements are in place (web monitoring, strong passwords enforced and auto-locking after a short period of inactivity). Staff shall not share the device among family or friends. School devices auto-update antivirus protection and anti-spyware software.

All staff have received up to date role-based data protection training to staff and in post-training assessment have demonstrated they know what steps to take if they have concerns.

Even while working remotely, staff are still obliged to ensure they carry out the processing of personal and special category data in their job role in compliance with the GDPR.

Staff shall not:

- transmit anything constituting personal or sensitive information under the Data Protection Policy through the Google Classrooms platform to any other individual
- Take care when producing learning materials e.g. video tutorials or modelling of task completion, voice recordings and commentary etc, so as not to inadvertently or otherwise, compromise the privacy of any staff, pupil or other individual.

If teachers are uploading resources to an open Google Drive, they shall make sure that nothing that can identify students in the resources, like their names or comments addressed specifically to them, is shared outside of the staff team. Staff shall not enable link sharing on any document (this means anyone with the link can view what's in the Drive).

If staff become aware of a breach, inadvertently share something beyond the parameters outlined above or privacy is otherwise compromised, staff must make the school Data Protection Officer ('DPO') aware as soon as practicable.

3 Roles and Responsibilities

3.1 Leadership

- Organisation and leadership of open school sites in line with staffing rota
- Develop divisional plans for distance learning
- Communicate with students, parents and carers, staff and third parties involved in the 'team around the child'
- Provide support to staff and parents/carers via telephone and email
- Conduct timely safe and well checks to safeguard students not attending school
- Site leaders shall ensure that work for students on their site, whether attending school physically or not, are provided with quality education. Senior Leaders reserve the right to access any virtual session, resource provided via Google Classroom or other associated systems arranged with parents in order to quality assess the standard of learning provided

A Leader shall be specified as administrator and shall have enabled email notifications of activity across all classes. Automatic email notification is received when the learning experience is 'assigned' on the correct date that work is to be set.

3.2 Subject Teachers and SEND Intervention Team

- Attend school ready to teach and safeguard students attending school and connecting to core sessions virtually, unless authorised to remain home by leaders due to permitted circumstances
- Continue to submit normal working documents to normal timeframes, such as

- student reports, half termly plans and evaluation of previous half termly plans
- Collaborate with colleagues to design high quality distance learning experiences for students in accordance with this policy
- Schedule learning experiences for non-core curriculum subjects in the form of assignments or questions on Google Classroom

Lesson 1- 09:30 AM

Lesson 2- 11:15 AM

Lesson 3- 1:15 PM

on the day it is due to be set, in line with the students timetable. Teachers should continue to promote SMSC development and emotional wellness in their lessons. In such difficult times this is all the more important in helping students process the situation and impacts on their daily routine.

- Wherever possible, teachers should seek to limit the impact of the pandemic on the course they are delivering and provide for students to practise the skills and develop techniques relating to the course of study. It is accepted that this may be difficult to facilitate and in some cases, a move away from the usual style of learning in the subject may be required, due to constraints such as unavailability of resources or IT, for example, vocational subjects involving practical skills, and physical education. In this case, teachers are encouraged to provide learning experiences as close to what students would be doing in a classroom or other learning space as possible. The intervention team shall provide opportunities for students to engage in physical and emotional wellbeing exercises, as appropriate, including the option to engage with mindfulness sessions through video conferencing platforms.
- Regularly check emails and remain up to date with guidance from school leadership, the Department for Education (DfE), local authorities and examination boards
- Begin to compile academic evidence to submit to examination boards to assign grades to students, for such courses as this applies, to be confirmed over the coming weeks
- Teachers should strive to ensure work is matched to students' needs and abilities wherever possible and be prepared to communicate with leaders, parents, carers and students as necessary to provide further support and guidance
- Embed opportunities for students to develop literacy and numeracy through curricular links within distance learning experiences in own subject area, and engage in Spiritual, Moral, Social and Cultural development (SMSC)
- Contribute in a timely manner to the school's tracking documentation to monitor the engagement of students not attending school. For work returned, teachers should still try to assign a Leuven scale rating (1-5) in the engagement tracker.
- Teachers should also maintain their departmental progress tracking documentation, as led by their Head of Department.
- Provide timely feedback to students via google classrooms **within 3 days from the date the work is submitted**
- Provide feedback to pupils who are submitting work via post or delivery and pick up
- Maintain an appropriate filing system where all students' completed work is kept and organised (digital folder system or printed hard copies) or printed and maintained in pupil's exercise books

- Undertake CPD and training activities as required, through remote means

It is also understood that teachers should utilise the increase in ‘non-contact time’ away from students in school to facilitate ‘front-loading’ of their day-to-day duties during the pandemic e.g. long and medium-term planning and any remote training modules that may be distributed. This will serve to reduce strain on teachers’ time following the reintegration of students in school.

3.2.2 Assessment and feedback

Teachers should think differently about assessment and the ‘end goal’ to performance, instead of forcing a traditional assessment method that doesn’t fit distance learning. It is one of the most challenging adjustments for teachers new to distance learning, but opportunity exists for students, individually or collaboratively to do things like complete writing assignments, design infographics, make video presentations or complete oral assessments via video chat. If a taught course or summative assessment requires students to record themselves (audio or video) then consent must be sought from the student or parent/carer. Teachers shall contact the school’s Data Protection Officer if such consent must be sought.

Teachers shall adhere to the **Marking Policy** as far as possible when providing feedback digitally, for example, continuing to use the ‘2 stars and a wish’ principle and use agreed **literacy codes**. If word processing comments onto a student’s work, teachers should write in green font to differentiate it from students’ work. Similarly, students should be encouraged to complete self and peer assessment in red (and initialised if marked by a peer).

Whilst DIRT (Designated Improvement and Reflection Time) time for students to respond to teacher comments and make adjustments to their work is difficult in practice to facilitate through distance learning, teachers should strive to maintain an ongoing dialogue with students and embed regular formative assessment for learning (AfL) in their learning experiences.

Despite distance learning, students should have regular opportunities to self and peer assess work to gain knowledge of the criteria used to assess their work, identify for themselves what they have done well, set targets for improvement and deepen their understanding. Peer and self-assessment should not replace teacher marking. It will be successful only if students are taught how to do it effectively and have a clear criteria to use, particularly with peer assessment. Peer and self-assessment should be verified by staff. Teachers should stick to established ‘working groups’ when facilitating peer assessment (e.g. students who have assessed each other’s work before and have a positive working relationship).

3.3 Support Assistants (ESA/LSA)

- Support the delivery of lessons in school and virtual sessions delivered by a teacher to a group or individual. This may mean connecting to a video conference.
- Regularly check emails and remain up to date with guidance from school leadership

- Undertake CPD and training activities as required, through remote means
- Provide support and assistance to subject area teachers in site bubble as requested

3.5 Tech Support Lead

- Provide timely response to student, family and staff requests regarding technology and accessibility issues

3.6 Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by teachers
- Check Google Classroom platform regularly for information on courses, assignments and resources
- Attend any synchronous engagements offered to them by teachers
- Identify a comfortable and quiet space to study/learn
- Submit assignments in accordance with set 'due dates'
- Ensure own social and emotional balance by keeping healthy habits

4.0 Accountability

Failure by staff to comply with this policy may result in disciplinary and/or grievance procedures against the staff member in question. Subject leaders shall hold overall responsibility for the provision of distance learning experiences in their subject area.

5.0 Google Classroom Guardians

The school shall transmit a letter to parents and carers digitally prior to commencing use of Google Classrooms. The Covering letter shall contain students' login information for Google Classrooms and guidance for parents and carers on how to support home learning. The letter shall encourage them to accept invitations to become a guardian to their child. The above shall be transmitted to parents/carers primary email addresses held by the school. Leaders shall communicate the above verbally to parents and carers whose child is not attending school, during daily safe and well checks.

Guardians receive email summaries showing their child's progress in Classroom. Guardian email summaries include:

- Missing work—Work that's late at the time the email was sent
- Upcoming work—Work that's due today and tomorrow (for daily emails) or work that's due in the upcoming week (for weekly emails)
- Class activity—Announcements, assignments, and questions recently posted by teachers

If Guardians set up, or have an existing Google account they can choose the frequency of the emails, such as daily or weekly. This is set to weekly as default. Guardians can unsubscribe or remove themselves from Classroom at any time.

Updates to the school's offer of remote learning shall be provided via the school

website over the course of the 2020/21 academic year.