



## Distance Learning Policy 2020-2021 COVID 19

Issue date: September 2020

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### **A – Government guidelines -**

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

#### Guidance May 2020

Most children are being educated at home during the coronavirus (COVID-19) outbreak, so school leaders and teachers are having to adjust to remote education strategies. While this is happening, it is important that schools continue to follow safeguarding procedures.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, also consider what will be in the background.

### **B – Union Guidelines -**

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-secondary-teachers>

#### Guidance May 2020

The NEU's guidance on distance learning is informed by safeguarding and equality of provision for pupils.

Not all lessons need to be full-length lessons as in school. An explanation session with follow-up work might be more effective at times, with a recap in the next lesson.

Providing plenty of tasks that do not need the internet or a device such as a laptop or tablet to access them are preferable, as some children and families will not have internet access or will be sharing devices.

Spending hours in front of a screen each day is not healthy for young people, whether it is for educational or recreational purposes, and this should be taken into account as school's plan timetables.

Try to set tasks that can be completed to varying degrees of success, with more complex and additional tasks for the most able pupils. A number of tasks that require little or no access to technology are needed in order to cater for everyone.

Live-streaming lessons from home should be handled very carefully. This is due mainly to safeguarding concerns, for the pupils and the teacher. Lessons on live video platforms such as Zoom give access into all pupils' (and the teacher's) homes for all participants on the call. Were there to be a safeguarding incident, this could place the teacher and the school in a very difficult position.

Where schools expect teachers to provide some live lessons, these should be arranged in consultation with the teacher and not necessarily expected at the same time and day as on the normal school timetable. Teachers who have caring responsibilities at home may find certain times impossible, depending on their other commitments.

Any school that carries out online lessons must have protocols and behaviour policies in place to protect staff and safeguard pupils, and no teacher should be expected to carry out any online teaching with which they feel uncomfortable, or in the absence of agreed protocols.

Some teachers have found that a safer way of delivering live lessons is to not appear in person on screen, but to give the lesson in the form of a narrated presentation. This method allows the teacher more privacy. Pupils should turn off their own cameras to avoid invasion of privacy.

Questions and discussion can take place via audio, under the control of the teacher. These measures can also help with virtual classroom management.

At this time, teachers should not be expected to carry out routine grading of pupils' work. To do so would be to disadvantage those who do not have the resources and support available at home.

Teachers working at home, especially those with caring responsibilities, can only carry out a reasonable workload, and this must be negotiated with staff.

## **C - Protocols for online lessons**

### When completing online lessons

- Refer to the school Social Media Policy.
- Engage fully in the online work without any background distractions.
- Utilise break times with a healthy and mindful focus.
- If unwell, contact your line manager in the first instance if this affects your ability to deliver lessons.

### VIDEO CONFERENCING PROTOCOLS

- The school understands that there are a number of platforms available all with advantages and disadvantages. The School's preferred video conferencing tool is Google Hangouts as it provides protection and privacy for the teacher and student in the online environment. Therefore, this is the only platform that should be used with our students.
- Google Hangouts provides teachers with peace of mind by allowing them to record the content of their Hangout if they wish to. This feature is recommended by the School.
- Any case of inappropriate student behaviour during a Hangout will be reported to a student's Head of Year and the DSL for immediate action.
- Teachers and students will be conferencing in a public area of your house such as the lounge, kitchen or study (never in a bedroom).
- A Hangout may last for 20 minutes as a check-in tool or for the entire period.

- We would ask staff to mark their own class work through Google classrooms but be responsible for a whole year group hangout where possible.
- Monitoring of student engagement will be on the school drive and HOY will take action with students not engaging in the first instance.
- Only students invited to the hangout should be permitted into the session. If you are prompted to allow a user access DECLINE. If they are a genuine Sanders user, they will not need to ask to enter.
- All staff should feel comfortable during the Google hangout and should report to their line manager or DSL if this is not the case.

#### **D - Lessons for students isolating**

Each day the subject teacher will upload their powerpoints to their google classroom to allow the students to access the work from home. Communication with the students can be had through school emails.

This will also help to increase the confidence of students and staff as this is the platform we will use for partial and full lockdowns.

#### **E - Partial closure procedure for distance learning**

This refers to a partial closure for a year group or bubble of students and assumes staff are working from the school site.

In this instance staff will be asked to hold normal timetabled lessons online through Google hangouts during their teaching periods. Work should be uploaded onto the drive and the lesson held as normal.

It may not last for the entire lesson but should be a minimum of 20 minutes to explain the work.

Non-digital learners will be able to collect printed work from the school office or this will be posted home if needed. Depending upon the length of the partial lock down this may only be sent for EBACC subjects. School laptops will be prioritised for Year 11 students and then Year 10 students should it affect these year groups.

Work should be set in line with the SOW currently being studied.

#### **F - Partial closure procedure for distance learning marking and feedback**

The school marking policy will be followed in this instance – please refer to the Teaching and learning policy document

Staff will ensure students receive feedback

Written - every three weeks within the marking cycle timelines

#### **G - Full closure procedure for distance learning**

**In the event of a whole school closure the school will expect:**

Teaching and learning will follow the subject SOW

- All staff to be available to work
- HOF to plan who can teach when and that all staff are involved and the teachers' needs are taken into account.
- All teachers to follow the online Video conferencing protocols.
- Leaders to be mindful of teachers' workloads.

- All staff to follow (once agreed as a department) the Full closure timetable.
- All staff to complete using Google Classroom (with the exception of some Maths).
- All staff to complete the monitoring log to provide information on student engagement.
- HOY and Pastoral staff to monitor pupil engagement and take action where needed.
- HOY and Pastoral staff to continue to make wellbeing phone calls.
- SEND staff to provide additional support (See Section J).

#### **H - Full closure draft timetable**

All period 1 teachers will complete a register before 9.30 am.

Key stage 3 – staff will follow the full timetable with the exception that Ethics and Values will not be taught

Key stage 4 - staff will follow the full timetable with the exception that Ethics and Values will not be taught

#### **I - Full closure procedure for distance learning marking and feedback**

The school marking policy will be followed in this instance – please refer to the [Teaching and learning policy](#) document

Staff will ensure students receive feedback

Written - every three weeks within the marking cycle timelines

The school marking sheet will NOT be used instead teachers will be asked to comment on students work with WWW/EBI.

#### **J - Assessment**

Assessment for all year groups should be set in line with the SOW. This will stop students from having all assessments in one week.

Teachers can set assessment work through Google classroom or tests using Google forms. All assessments set must be included in the marking cycle. This will stop teachers' workload from becoming unmanageable.

Assessment marks should be recorded on individual departmental tracking documents as they normally would. However, they should be \* to show they have been completed outside of a controlled environment if necessary.

#### **K - Monitoring and intervention**

Teaching staff need to update the tracking spreadsheet each week to show pupils who are not engaging.

Issues with devices should be passed onto – Michelle Shread.

Issues with SEND should be passed onto – Julie Hewston.

##### Pastoral role

Pastoral leads should be reviewing the monitoring document weekly for their year groups and contacting students directly who are not engaging.

This should be encouraged or passed onto their line manager if this continues.

Pastoral leads will continue to make wellbeing phone calls.

## SEND

It is the responsibility of all staff to read the learning passports for the students they teach on the Google Drive. Work should be emailed separately to these students if it needs complete differentiation.

The SEND team will run Support classes for KS3 as per the timetable above.

Access groups for English should be taught by the SENCO as they would normally be taught in school.

## Intervention

All teachers need to email students directly and answer emails for students who are finding the work difficult. This will allow direct intervention for those who have not understood.

## **L - Non-digital learners**

School laptops will be prioritised for Year 11 students and then Year 10 students.

Non-digital learners will be able to collect printed work from the school office or this will be posted home if needed. Depending upon the length of the lock down, this may only be sent for EBACC subjects in the first instance.

## **M - Administration Staff & Non-teaching staff**

### Partial lock down

All administrative and non-teaching staff would be required to work in school during a partial lockdown. All health and safety guidelines would have to be followed as per the schools/government guidance.

### Full lock down

During a full lock down, an administrative staff rota would need to be drawn up with the guidance of SLT to ensure that the appropriate tasks could be followed. At least one member of staff would be needed in school for the front office and additional staff should be following a rota depending on the school's needs. The rotation of staff is to be set by the Office manager in consultation with the head teacher. Other staff working from home, will be managed by line managers and tasks need to be documented.

Non-teaching staff will be required to follow a rota system set by SLT to ensure the wellbeing of all students. Staff working from home, will be managed by line managers and tasks need to be documented.

## **N - Welfare approach**

### Partial lock down

As stated above - All administrative and non-teaching staff would be required to work in school during a partial lockdown. All health and safety guidelines would have to be followed as per the schools/government guidance.

Staff on the partial lockdown within the Pastoral team will be expected to

Attendance will be monitored, logged accordingly and reports run in relation to Covid related illness daily. EWO will update attendance staff in relation to government guidelines and coding.

Attendance staff will report and log any covid related illness and live cases on a tracker and monitor and get updates from parents/carers as required - reports will be shared with SLT to inform decision making process. Attendance officer will be used to support home visits as required.

Non Teaching HOY, Conduct and expectations manager and Isolation Room manager will begin monitoring and welfare calls to students who are not on school site. Calls will be logged on a tracker broken down into weeks. This will outline conversation and highlight any concerns.

DSL and Deputy DSL to make welfare calls, conduct welfare checks, and continue to attend all professional meetings as required. DSL will report at trust level in relation to vulnerable students.

All staff will continue to monitor and log safeguarding concerns using CPOMS.

### Full lockdown

As stated above - in the event of a full lockdown associate staff will be included in a rota to attend school site.

Attendance team will continue to monitor cases of covid related illness and communicate with parents/carers to gather up to date information in order to track and report accordingly. Attendance team will follow government guidelines in relation to coding. Attendance officer will be used to support home visits as required.

Non Teaching HOY, Conduct and expectations manager and Isolation Room manager will begin monitoring and welfare calls to students who are not on school site. Calls will be logged on a tracker broken down into weeks. This will outline conversation and highlight any concerns.

DSL and Deputy DSL to make welfare calls, conduct welfare checks, and continue to attend all professional meetings as required. DSL will report at trust level in relation to vulnerable students.

All staff will continue to monitor and log safeguarding concerns using CPOMS.

*To be the best we can be, by being true to our values*



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