**SENIOR SCHOOL REMOTE TEACHING AND LEARNING POLICY
IN THE EVENT OF SELF ISOLATION AND/OR TEMPORARY SCHOOL CLOSURE**

**The purposes of this policy are threefold:**
- To outline procedures and practice for pupils in self isolation, and are otherwise fit and healthy, to continue with their academic program
- 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.

**1. Remote learning for pupils who are in self isolation whilst the school is still open**

Pupils are required to self-isolate if they have been in an affected area and are displaying flu like 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.

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.

**Pupil/Student expectations:**
- Pupils should retain structure to their working day starting with log-in to Firefly at 8:30
- Check Firefly to see the posts/resources for each subject
- Complete all set work and, if requested, to hand in work on Firefly.
- Use designated 'Firefly Forum Pages' to communicate with their teachers and ask questions if they do not understand/require help. Alternatively, they may need to email the teacher as appropriate/if they are having difficulties.
- Pupils must sign off that they have completed set work as per teachers' instructions using the Firefly 'submit' function.

**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.
- They should endeavour to find time whenever possible during lessons to set work that covers the salient points covered.
- 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.

**Parents 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 if there are any concerns.

## 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 flu like 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.

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:
- 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.

## 3. Remote teaching and learning in case of enforced school closure

If the school has to undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

### Pupils/Student expectations:
- Pupils should retain structure to their working day starting with log-in to Firefly at 8:30am
- Check Firefly 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 Firefly.
- Use designated 'Firefly Forum Pages' to communicate with their teachers and ask questions if they do not understand/require help within normal school time hours. They may need to email the teacher as appropriate/if they are having difficulties with the system.
- Pupils must sign off that they have completed set work as per teachers' instructions using the Firefly 'submit' function.
- Pupils may need to photograph work of a visual nature and use the Firefly app to submit this to teachers.
- Deadlines must be met; the Heads of Year will be informed if they are not.

### Teachers and support teachers are expected to:
- Upload teaching materials/lessons to Firefly
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via 'Firefly Chat Rooms'. 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.
- It may be that it is more appropriate for the teacher 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 Firefly that include lesson activities and resources, as well as any prep/homework that would normally be set.
- Mark and feedback using Firefly with the same regularity they would have done if in school.
- Make sure that all resources are available online including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions such as merits/demerits, and verbal praise/warnings. Email parents if there are ongoing concerns.

### Heads of Department are expected to:
- Fulfil expectations of a normal classroom teacher.
- Regularly check department pages and the work being set on Firefly.
- 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.

### The Learning Support Teams are expected to:
- Connect with parents and/or students who receive one-to-one SEN support, during their usual allocated time, to check how they are coping with the home learning.
- The SENCO will coordinate the SEN teachers to reach out to students/staff and provide guidance/feedback as necessary.

**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 if there are any concerns.

**NOTES**

All staff are skilled to set tasks using Firefly. Further training is being provided by the e-Learning Coordinator.

**Further guidance on using online tools**

Available tools to enrich home learning are:

- Video lessons using Zoom.
- School subscribed software and platforms e.g. Mymaths, Kerboodle
- BBC Bitesize, GCSEPod Twinkl, GeoGebra, PHET, Youtube
- Quizlet and Kahoot
- Collaboration - many students will find working from home a lonely experience, without the opportunity to collaborate with their friends. The use of Firefly forums can give students a space where they can work together with their friends and their teachers to swap ideas and answer questions.

Feedback - students can continue to receive the feedback they need through online annotation of documents, along with audio feedback, whilst teachers can track their progress and see where support is required.

**Safeguarding**

This guidance document is supported by the Safeguarding policy in Langley School. Specific additions to note:

Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone.

Size of groups for home learning. We are aware of the increased level of risk around one-to-one video meetings with pupils, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in school (e.g. appropriate standards of dress as worn at school), the option for the teacher to video the teaching session should be used in this instance. Settings options in Zoom also allow background blurring if appropriate.

Staff registering for any software / platforms, must do so with their school email address.

Full instructions for Staff on the use of Zoom are available in the Staff Training section on Firefly.