

Poole Grammar School	Policy	PGS/P/XX
Remote education		Issue 1
		January 2023

1. Overall aim

Poole Grammar School recognises that remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but students are able to continue learning. In these circumstances effective remote education ensures that adverse impacts on students' attainment and progress are reduced.

Remote education is not viewed as an equal alternative to attendance in school and must only be considered as a last resort when the alternative would be no education, particularly for vulnerable students or the children of key workers.

2. Connections to other key policies

The delivery of effective remote learning depends upon:

- excellent and relevant continuing teacher professional development – the principles of which are as set out in Poole Grammar School's *Continuing Professional Development Policy (PGS/P/61)*;
- a wide and appropriate curriculum, which has clear intent, is well implemented and has a positive impact – the principles of which are as set out in Poole Grammar School's *Curriculum Policy (PGS/P/10 A)*;
- students with additional needs, for example SEND needs or mental health needs, having those needs met in a way that is reasonable, proportionate and appropriate – the principles of which are as set out in Poole Grammar School's *SEND Policy (PGS/P/27)*;
- students and staff keeping safe online and abiding by *Poole Grammar School's Safeguarding Policy and Procedures*.

3. Scenarios when remote education should be considered

Circumstances where it might not be possible for students to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for students is restricted – for example: during pandemics, periods of strike action, when access to the school's buildings is limited, or not possible, and an alternative site is unavailable;
- Individual cases where a student is unable to attend school but is able to learn. These circumstances should only involve a short-term absence and might include: students preparing for, or recovering from, some operations, or, students recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, Poole Grammar School will consider providing pupils with remote education on a case-by-case basis, but only as part of a plan to reintegrate the student back in to school, and only when it is judged that providing remote education would not adversely affect the student's return to school.

Where a student is absent through illness, it is the schools expectation that the student is not well enough to attend school and so should be recuperating; as such there is no expectation for staff to provide work for students in these circumstances. However, if a student feels able to work from home teachers may provide work if a student requests it of them, although they are not obliged to provide it. It is the school's expectation that a student should catch up with

any missed work upon their return – support should be sought from their peers to find out what has been missed.

Remote education will only be considered as a short-term solution for students with long-term medical conditions or any other physical or mental health needs affecting attendance. Poole Grammar School recognises that these students will require additional support to continue their education.

4. Attendance recording

Students absent from school and receiving remote education must be marked as absent in the register unless this is contrary to prevailing Local Authority or Government guidance, for example when the school is instructed to use a 'Y' code (unable to attend due to exceptional circumstances).

5. Logistics and resources

Poole Grammar School will provide each department with sufficient IT resources to enable teachers to manage remote learning for their classes from the school site. In some circumstances it may be appropriate for teachers to manage remote learning from their home, rather than the school site. In these instances, the school may not be able to provide IT resources for staff members to use at home, it may be that the staff member has to use their own personal IT resources.

Where ever possible Poole Grammar School will provide IT equipment to students who do not have suitable IT equipment at home to enable them to engage with remote education. Pupil Premium students' ability to access remote education will be regularly audited.

6. Provision of remote education

Staff must provide work to students that is commensurate with, but not necessarily the same as, the work that would be covered in face-to-face lessons. This should be carried out by uploading resources to the school virtual learning platform (e.g. Moodle) or, if this is not possible, by supplying lesson resources via email.

Work must be set in line with the school timetable and work must be communicated to students no later than 8:55am on the day that the lesson takes place for lessons 1 and 2 and no later than 11:20am on the day that the lesson takes place for lessons 3, 4 & 5.

If only some students in a class are remote learning, teachers could provide access to the lesson that is taking place in school using the school nominated video conferencing tool, although it is appreciated that certain logistical factors, such as rooming, may preclude this. Where appropriate, a visualizer/webcam could be used to include any absent student(s) in the live lesson to:

- provide audio so that student hears what is going on;
- focus on the board/projector so that the student can see what the teacher is covering;
- focus on in-school resources being used with the class (textbook, worksheet) so that the student can follow from home.

Absent students may need access to any or all the following:

- any paper resources used in the lesson;
- a scan or copy of the textbook to use at home if used in school;
- presentation files that may be used during the lesson;
- links to videos to be used during the lesson;
- an invitation to join the nominated video conferencing tool.

The absent student would not necessarily be able to actively participate in the lesson by the nature of their joining, but the teacher should try and check that they are following along and answer any questions if they can.

When a whole class is remotely learning it is expected that staff provide live lessons at the following frequency:

- for one school day – remote learning could be a live lesson of at least 20 minutes duration or could be work set for students to complete independently;
- for more than one consecutive school day – a live lesson of at least 20 minutes duration should occur in at least one lesson per timetable cycle per class, the number of live lessons should be *pro-rated* down if the period of remote learning is over a period of less than 10 consecutive school days. Work must be set for students to complete independently for all 'non-live' lessons.

For remote learning periods of more than 10 consecutive school days, teachers must periodically review student engagement with their remote learning to ascertain attainment and progress. This must happen at least once every 6 weeks.

7. Remote pastoral provision

For remote learning periods of 10 or more consecutive school days:

- tutors must provide at least one remote pastoral session per timetable cycle during the 08:30 to 08:55 tutor time slot. If a tutor is not able to do this, then the Head of Year must run the session. Invites to pastoral online sessions should be copied to the appropriate Head of Year as well as to livelessonlog@poolegrammar.com.
- Each student must have a pastoral contact with their tutor at least once per timetable cycle. If no pastoral contact took place the tutor must inform their Head of Year of this fact as soon as possible.

8. Staff workload and well-being

The Governors and Senior Leadership Team recognise that effective remote education should not adversely impact on staff workload and well-being.

If a member of staff is absent and this absence has been self-reported promptly to the HR Manager there is no expectation that they should provide remote work. If an absent teacher has not provided remote work the Head of Department or Course Co-ordinator should set remote work. If the Head of Department or Course Co-ordinator is absent or unable to set remote work, the Senior Leader linked to that department will over-see the setting of remote work.

In instances where staff members are absent due to strike action, there is no expectation that remote work will be set for the striking staff members' classes.

There may be circumstances where teachers can manage and deliver their remote learning provision from home. In such circumstances the Headteacher will allow this to happen where it is reasonable and equitable to do so.

9. Expectations for students engaging in remote education

- (a) Meeting invites – students must not share any live session invites. Any student who does so must expect the school to take it very seriously and will be subject to a high-level behavioural sanction.
- (b) When a student joins a live session, they must do so as a guest, and enter their name so that it is clear to the teacher who they are. The teacher will not admit participants who they cannot easily identify in the waiting room.
- (c) Camera – students must have their camera turned off when they join any live subject session although the teacher/tutor may ask students to turn them on during the session.

- (d) Microphones – at the beginning of the session, students should ensure their microphone is muted – the teacher will turn off all microphones (and cameras if in use) on entry. Students must not turn on their microphone unless their teacher allows it.
- (e) Questions during live sessions – if a student has any questions during a live session, these should be typed into the chat unless the teacher has given different instructions. Questions should be relevant to the session – if a student has other questions, these must be saved until the end, when the teacher may give students the opportunity to ask them. Alternatively, students should email the questions to their teacher.
- (f) Preparation for sessions – students should ensure that they join the session promptly – have their computer/device ready 5 minutes before the start time and join the meeting waiting room before the start time.
- (g) Work prior to sessions – teachers may give students an activity to complete prior to the live session. Students must make every effort to ensure that they complete any prior work before joining, although if a student has not managed to complete the work, they should still join the session.
- (h) During a live session students should:
 - use a headset or earphones/headphones to maintain focus on the session. Sound from the live session should not be output from computer speakers;
 - focus only on the live session and not engage in other activities;
 - not use any other chat, video, or audio facility during the live session (including but not limited to with your peers)
- (i) Any bullying during, or after, a live session, particularly via online chat groups, will be taken extremely seriously. All students have a duty to report this at the earliest opportunity to their tutor.
- (j) If anything happens during a live session that causes a student concern or anxiety, they must email their tutor as soon as possible to report this.

Parents/carers or other members of a student's household are discouraged from viewing or listening in to any live lesson for safeguarding and GDPR reasons.

10. Safeguarding, behavioural and GDPR concerns

Where live lessons are taking place, the following should be borne in mind:

- no image of any student in the classroom should be captured on the feed and the teacher should try to avoid showing their image as much as possible;
- sessions must not be recorded;
- when students are sent the invite to join the online session, this must also be forwarded by email to the Head of Department and emailed to livelessonlog@poolegrammar.com;
- no remote one-to-one sessions with students should take place unless expressly agreed with the Headteacher and the Designated Safeguarding Lead (DSL) for a specific purpose;
- students must always be told to use their proper name as their screen name when they are engaging in a live lesson online, teachers must not admit students who cannot be identified easily;
- if a teacher is managing remote learning from home and providing live lessons from home, they must ensure that a neutral background is used with no personal effects visible and no other members of their household should be present in the room;
- although discouraged by the school, parents/carers or other family members may be in the same room as a student engaging in a live lesson and they may not be visible. Teachers must be aware of this potentiality.

- the *Staff Code of Conduct* applies at all times when a member of staff is engaged in the organisation or delivery of remote education, whether that staff member is on the school site or whether they are at home.
- If a teacher is using their own, rather than the school's, IT equipment to manage remote learning they must ensure that the school's GDPR rules are followed, particularly with regard to managing access to student data or images.

All devices should be:

- password protected;
- locked when not in use by the teacher;
- set up so that student data / images are not accessible by other members of the teacher's household.

If there are behavioural or conduct issues during a live session, these should be logged on SIMS using the most appropriate conduct behaviour type and should be flagged to the appropriate Head of Department or Course Co-ordinator, who should support the teacher in dealing with the poor conduct.

If there are wellbeing or safeguarding concerns, these should be immediately raised with the tutor or Head of Year or DSL as appropriate and logged on MyConcern.

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