APPLEFORD SCHOOL
REMOTE LEARNING POLICY
This policy, which applies to the whole school, including boarding, is
publicly available on the school website and upon request a copy (which can be made available in
large print or other accessible format if required) may be obtained from the School Office.

Introduction

Remote learning procedures are provided at Appleford due to either imposed lockdowns, school closure for safety reasons, or because it is required for an individual pupil because of an illness or temporary disability requiring the pupil to be at home with the following programme and arrangements being adapted accordingly. It is also used where there is a fixed term exclusion. The arrangements outlined in this document have been carefully designed to ensure continuity of learning, enabling all pupils to make progress during an extended period of absence from school. The intended outcome is that the curriculum is at the forefront of the work and, as far as possible, pupil progress should not be negatively impacted.

Monitoring and Review:

- This Policy will be subject to continuous monitoring, refinement and audit by the Headmistress
- The Headmistress and Proprietor undertake a formal review of this Policy no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: September 2022

Dr Peter Gardner   Mrs Fiona Filkins
Proprietor   Headmistress

Review Date: September 2024

Remote Learning

In the event of Remote learning, pupils will work from home, following a set timetable of lessons where appropriate. This also should include access to Speech and Language Therapy, Occupational Therapy, Counselling, ELSA support and Pastoral Care via Microsoft Teams and telephone calls.

Pupils will continue to be supported by a member of staff who will check on the pupil daily.

In the case of a full school closure pupils will have set tutor time within their school day where they will have the opportunity to interact with peers over Microsoft teams and the pastoral tutor.

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfill their potential.

Teachers

1. In the event that the School is closed to pupils, all teaching staff will be expected to be present at School unless the government or school issues advice to the contrary. Teaching staff should only teach from home in the following circumstances:

    - If the government closes the School to all pupils and staff, or if they separately advise everyone to work from home
    - If the school has to close because of danger, ie collapsing roof, storm damage.

    - If members of staff are self-isolating in line with government guidance;
    or
    - Members of staff need to be at home for other reasons (e.g. childcare arrangements or a shielding letter from their GP) There is no expectation or requirement for staff to teach if they themselves fall ill.

2. In the event that the School is closed to pupils, they will follow their normal school timetable where appropriate with each subject teacher leading lessons via TEAMS. Any written work should be set and uploaded via an assignment through TEAMS so that all work is saved and can be accessed when the school reopens. For any extended absences, pupils will be set work remotely however, staff do not have to run 'live' lessons.

3. In the event that the School is closed to pupils, there is an expectation that each Tutor will meet their Tutees face to face via Microsoft Teams at least once per week, preferably during Tutor time of 9.30am-10am. The nature and length of these sessions may vary between different year groups, but it is important that pupils are given this chance to interact with their Tutor and peers. These slots may replace the need for work to be completed, unless the Tutor is helping the Tutee with lesson materials, for that period. For any extended absences, pupils may be invited to join tutor time via teams to allow for social interaction with peers.

4. Invitations to pupils for extra sessions via Teams by Therapists, Tutors or other Teachers, should be sent out by the end of the previous day at the latest. This is so that pupils can see these when they check their emails at 9am each morning and/or when they have their Tutor session each morning between 9.30am-10am.

5. If staff are unwell or unable to offer sessions via Teams for any other reason, they should follow the usual absence procedure by contacting their line manager and HR. If staff experience technical issues, they should contact a member of the IT team for help in the first instance (itsupport@appleford.wilts.sch.uk). It is worth remembering that buffering issues can sometimes be improved by turning off video and switching to audio only.

6. Lessons that are provided via Teams should be recorded and made available to all pupils by following the instructions shared in training. Teachers must be dressed professionally if they can be seen on camera. There is no expectation to register pupils for these individual lessons, only for the Tutor period in the morning. By recording the lessons, the teaching staff are giving their consent for the lesson to be recorded and for that recording to be retained by the School. The Prep School teach live, so lessons are not recorded.

7. Wherever possible, work set should reflect the normal curriculum objectives. It is understood that learning activities may differ from those in a classroom setting.

8. In Senior School it is each pupil's responsibility to complete the work set or communicate to their Tutor why they cannot do so. Teachers are expected to make the Director of Studies and the Curriculum Lead aware of a pupil who does not complete work.

9. Teachers are asked to ensure that all pupil queries are dealt with inside 24 hours (excluding Sundays or other non-teaching days).

10. Teachers should consider adaptations to home learning for pupils specific learning difficulties, ensuring they are able to access the work and that there are appropriate expectations of the work they will produce.

11. Teachers should ask for work to be submitted as appropriate via Teams (or an alternative way as agreed with the Tutor if this is not possible). This can be accessed by selecting the task set. Pupils who have submitted work will have 'File received' written under their name.

12. Work should be marked as normal. For Senior School this can be done via Teams (and other alternative platforms) by following the instructions in the previous point, then selecting a pupil and clicking on 'Add Mark, Grade or Feedback'. Prep School feedback will be through tutor, using Dojo, emails and Teams.

13. In the event that our chosen IT based system (Microsoft Teams) is not available for any reason then alternative systems will be employed. These include Dojo, Zoom, Skype, Century, email or telephone.

Heads of Department

1. Should regularly check in with their teams to ensure that staff are able to use Microsoft Teams and are consistent in their approaches, and pick up on any potential concerns early on.

2. Should provide support to colleagues in their subject to ensure that work is provided as required.

Tutors (supported by Heads of Department)

1. Should post a personal tutor group message on Microsoft Teams to offer support, then follow up on any concerns raised.

2. Should check in and register each member of their tutor group once a day using Teams. This can be done as a whole group. It is recommended that this takes place once at the beginning of the day. These 'meetings' should be recorded if possible for safeguarding purposes, but not shared in the way that lessons are. Prep School Tutors will record registration at the beginning of their lesson.

3. Should be guiding students through their work and be prepared to follow up on anyone who has not been completing work. The appropriate Curriculum Lead should be made aware of any concerns you may have about incomplete work. This is likely to entail contacting the pupil and/or parents. You will also need to make the Pastoral team aware of any real concerns you may have.

4. Should be mindful of tutees who may feel particularly isolated or anxious during this period. This is likely to mean having additional contact with these individuals. The Pastoral team can also be contacted to provide additional support for these pupils. Support can also be provided for parents that may require additional support during this time by emailing pastoral@appleford.wilts.sch.uk.

Pupils

1. Senior School pupils Should check their emails a minimum of once every school day when at home, at 9am (exceptions may apply – e.g. pupils who are overseas). This is important in order to receive lesson invitations via Microsoft Teams, task notifications via Teams, and for other communication with staff. They should also login to Teams for their Tutor periods wherein Tutors will give them an outline of their day's lessons.

2. Should follow their normal timetable as far as possible, completing tasks set on Teams and attending any teacher times and tutor periods arranged via Teams. Where pupils are unable to learn a lesson at a set time, attend a session or tutor period live via Teams (e.g. for pupils in a different time zone), they should view the recording as soon as possible afterwards. (Recording is not applicable to Prep School).

3. Should be fully dressed in appropriate clothes (not pyjamas), it is recommended to support students to continue with their routine that they wear either their school uniform or school PE kit and in an appropriate space if they can be seen on camera via Teams. Pupils may choose not to be seen on camera if they wish.

4. Should submit any work requested via Teams by clicking on the task set, followed by 'Send a File'. Prep School can also submit work using dojo for photos and emails.

5. Should communicate with their teachers and ask questions if they do not understand, either via email or via a Chat or Video Conversation that has been set up for a lesson via their Tutor or such like in Teams. Prep School can also use DoJo.

6. Should not record or share any meetings conducted via Teams.

7. Should also make use of subject-specific online learning extension tasks, if given or as appropriate to supplement their learning. A list of these will be posted on Teams. (Not applicable to Prep School).

8. Should email the IT department if they experience technical issues with Teams (itsupport@appleford.wilts.sch.uk)

9. Should read and adhere to the School's home learning agreement (included in this document as 'Appendix A').

10. Any new pupil that has not accessed remote learning previously will be supported and given guided information so that he/she is confident in accessing remote learning.

11. Pupils without computer access at home for remote learning, will be provided, where possible, with a school laptop.

Parents

1. Can help to encourage and support their children's work by ensuring they have an appropriate place to work, checking that work set on Teams is completed by the end of each day, and ensuring that the e-learning school timetable for the day is followed as far as possible.

2. Should contact the Tutor/Curriculum Lead in the first instance if there are any concerns.

3. Should not attend or view any meetings conducted via Teams. These are for pupils only. Unless previously arranged with the Tutor/Teacher/Therapist to support pupil or communicate with a specific member of staff.

4. Should contact the school as soon as possible to let them know if they do not have access at home to the internet or a suitable device (e.g. PC, laptop, tablet or smartphone), or are otherwise unable to complete any of the work set.

5. Where a pupil is too unwell to access learning, the parent must contact the school. The communication should be repeated each day of absence. Email: secretary@appleford.wilts.sch.uk

Appendix A: Online Home Learning Responsible Use Agreement

These rules are an extension of the School Code of Conduct and the School Rules, Rewards & Sanctions. All pupils are expected to follow these rules and guidelines and all other existing School policies continue to apply.

Rules

• I will only use technology for school purposes as directed by my teacher.

• I will only use technology when there is an adult in the house or they know I am using it.

• I will not reveal my passwords to anyone, other than to my parents and Teacher or school Administrator.

• I will be responsible for my behaviour and actions when using technology (Microsoft Teams and Other interactive applications); this includes the resources I access and the language I use.

• I will make sure that all my communication with pupils, teachers or others using technology is responsible and sensible.

• I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my parent or to the school.

• I will not record or take photos of my classmates or teachers during a face-to-face session.

• I will not use Teams as a form of social media to communicate with peers or create group chats. I understand that this is an educational platform.

• I understand that when using Microsoft Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.

• I understand that these rules are designed to help keep me safe and that if they are not followed then School sanctions will be applied and my parents may be contacted.

Guidelines

When participating in a video conference on Microsoft Teams, or any other video conferencing software, remember that this is an extension of the classroom and you should conduct yourself as you would when on your best behaviour in a classroom.

This includes:

• Video conferencing from an environment that is quiet, safe and free from distractions (preferably not a bedroom)

• Be on time for your interactive session

• Be dressed appropriately for learning (e.g. no pyjamas)

• Remain attentive during sessions

• Interact patiently and respectfully with your teachers and peers

• Provide feedback to teachers about your experiences and any relevant suggestions

• You MUST NOT record each other's online interactions. If the lesson is to be recorded, this will be done by the teacher.

• Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.