

REMOTE EDUCATION POLICY

(in operation during COVID-19 School Closure periods)

1. Overview

This policy is designed to outline the School's requirement for remote education, particularly as they relate to periods of school closure during the COVID pandemic. St Edmund's School recognises the paramount importance of maintaining an effective teaching and learning programme when most children are unable to attend school. It is essential both to maintain pupils' academic progress and their wellbeing and mental health.

The wellbeing of pupils and staff is at the core of our remote education offer. Neither should feel overwhelmed by the offer, and while it should recognize the pupils require structure it should also be adaptable enough to cope with individual circumstances at home. There is an awareness that different approaches to remote learning suit different types of content and pupils and that peer interactions can provide motivation and improve learning outcomes.

The policy will enable continuity of education for our pupils during closures that could happen at any time. These might be due to an illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

2. Definitions

St Edmund's School recognises the DfE definition of Remote Education:

"Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.

Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.

Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.”(DfE guidance – see link below)

3. Context

This policy should be read in conjunction with the following school policies:

- (1) Safeguarding
- (2) Staff Code of Conduct
- (3) Pupil Code of Conduct
- (4) SEND Policy
- (5) Acceptable Use of IT (Pupils & Staff)
- (6) Behaviour Management
- (7) Whole School Privacy Notice (covering issues relating to Data Protection)

These are all available on the Staff Policies area of “Teams”.

The following DfE information page is also useful:

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

4. Remote Education at St Edmund's

Key points

Microsoft Teams is the platform that we will use to allow for resources to be shared, teachers to provide feedback, and learners to ask questions in ‘real-time’. Learners will be provided with details of their lessons/sessions and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers’ questions (and ask them) via the conversation functionality in teams and meet. This is also a time in which staff members use to check the welfare of our learners and ensure their safety.

However, it may be required to use other systems for co-curricular purposes (permissions for this to be sought from DSL and Assistant Head Co-Curricular).

Work will be set via My School Portal.

The School email system should be used for other direct communication.

Teams Meetings allow teachers to host video and audio calls and automatically invite members of their classes (pupils join by clicking the relevant meeting invite in the correct Class Team)

We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK internet backbone. In this event, dropping the Teams Meetings down to just audio might be necessary

This table outlines our minimum expectations for remote education provision at St Edmund's School during periods of lockdown/school closure. We recognise that our staff will often go beyond these parameters in their support for our pupils.

Pre-Prep	<p>KS1 & EYFS</p> <ol style="list-style-type: none"> 1. Workbooks and some resources sent home with the child or delivered 2. Daily planning emails sent home covering all areas of the curriculum 3. Daily Teams lessons to support planning 4. Extra sessions provided for those with SEND if necessary 5. Regular communication for children with Head of Pre-Prep 6. Regular communication for parents with Head of Pre-Prep
Junior School	<ol style="list-style-type: none"> 1. Head's line will be once a week delivered via TEAMS 2. Morning registration and brief class assembly (5 minutes) –this could be telling a story and checking in with the children. 3. Head's Line will only be once a week 4. Daily Story and Hot Chocolate session during playtime 5. Every effort will be made to put Co-Curricular provision online during lunchtime or after school 6. Maths – lesson starts on TEAMS (and this is recorded for use afterwards by children if they require help): 7. Introduction to the lesson 8. Worked examples 9. Teacher to stay on teams for children to receive support as and when they require it



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	<ol style="list-style-type: none">10. Task for the day (linked to the worked examples) sent to the children on MSP, along with an answer sheet for parents to help (should they wish) and for children to self assess11. At the end of the lesson, the children are to email/MSP message the teacher to let him/her know which question numbers they did not answer correctly so that appropriate homework can be set.12. English. lesson starts on TEAMS (and this is recorded for use afterwards by children if they require help)13. Teach children the new concepts/aspects for the day.14. Work to be sent via MSP for the children to complete – English sessions to be:15. 1 x SPAG lesson, including spellings (at least), 1 x reading comprehension session (at least), 3 x writing session16. SPAG and Reading comprehension work to be sent with answers so that parents can help (should they wish) and children can self-assess.17. Teacher to stay on TEAMS for children to receive support as and when they require it18. Once work has been completed, pupil to email/MSP message the teacher for work to be marked. Writing will be marked diagnostically. SPAG and Reading – children to email the question numbers they did not get correct for homework to be set.19. English writing for lower school and year 6 to be, as much as possible, linked to the topic (History/Geography etc.) so that learning is cross curricular20. Other curriculum subjects (assuming that staff are available and that the correct tech is in place):21. Lower School - Heads of Department/specialist teachers to organise for at least one TEAMS lesson (per subject) per week, following the English/Maths model above. For the other lesson, signpost children to banks of resources and stipulate expectations on MSP. However, some HODs may wish to plan specific activities, e.g. Music may wish for the children to evidence the elements of music in set pieces etc.22. Upper School – Heads of Department/specialist teachers to organise for all lessons to be taught via TEAMS using the model above for English and Maths
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	<p>Teachers to be available via TEAMS/email (during the working day) for questions, feedback etc. Lower School teachers to send children home with 2 reading books and arrange for at least three pupil-teacher reading sessions per week by LSAs. LSAs to be used for intervention teaching on a 1:1 basis, as directed by the class teacher – on TEAMS.</p>
Lower Fifth and Middle Fifth	<ol style="list-style-type: none">1. <u>Minimum of two 30 minute webinars per class per week via Microsoft Teams for all core subjects (English, Maths, Science; GCSE options for M5); one 30 minute webinar per class for other subjects.</u> This will normally take place at the time of that class's first two timetabled lessons each week*.2. Work set for all classes via MSP3. Pupils return work electronically4. Teacher available via email during scheduled lesson times to answer pupil queries about work set5. Teachers mark work submitted electronically and provide timely feedback (within 72 hours)6. Additional assignments and flipped learning tasks set via GCSEPOD7. Teachers provide pupils links to online learning resources: BBC Bitesize, Kerboodle, Educake and determine where webinars might be appropriate8. Staff may also consider recording audio or video content via their phones and saving it on to My School Portal – this is very straightforward to do - perhaps 5 minute compressed lessons on particularly complex topics (as far as is possible)
Lower Sixth	<ol style="list-style-type: none">1. <u>Minimum of two 45 minute webinars per class per week via Microsoft Teams.</u> This will normally take place at the time of that class's first two timetabled lessons each week*.2. Work set for all classes on MSP3. Teacher available via email during scheduled lesson times to answer pupil queries about work set4. Pupils return work electronically5. Teachers mark work submitted electronically and provide timely feedback (within 72 hours)6. Teachers provide pupils links to online learning resources: BBC Bitesize, Kerboodle, Educake7. Additional reading lists provided to support learning



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	<ol style="list-style-type: none">8. Staff may also consider recording audio or video content via their phones and saving it on to My School Portal – this is very straightforward to do - perhaps 5 minute compressed lessons on particularly complex topics (as far as is possible)
Upper Fifth Exam Year	<ol style="list-style-type: none">1. <u>Minimum of two 45 minute webinars per class per week via Microsoft Teams.</u> This will normally take place at the time of that class's first two timetabled lessons each week*.2. Work set for all classes on MSP3. Teacher available via email during other scheduled lesson times to answer pupil queries about work set4. Pupils return work electronically5. Additional assignments and flipped learning tasks set via GCSEPOD6. Teachers mark work submitted electronically and provide timely feedback (within 72 hours)7. Teachers provide pupils links to online learning resources: BBC Bitesize, Kerboodle, Educake8. Staff may also consider recording audio or video content via their phones and saving it on to My School Portal – this is very straightforward to do - perhaps 5 minute compressed lessons on particularly complex topics (as far as is possible)
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	9. Staff may also consider recording audio or video content via their phones and saving it on to My School Portal – this is very straightforward to do - perhaps 5 minute compressed lessons on particularly complex topics (as far as is possible)
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*Occasionally the Webinar class may need to be scheduled for a different time/day from the pupils must be notified by staff of any revised schedules.

Where possible, we will encourage and incorporate some collaboration and partner/group work between students. This could be beneficial for positive mental health, maintaining motivation and trying to incorporate some of the social aspects of school.

Students in Years 11 and 13 (public examination groups) will be contacted directly once the situation regarding GCSE's and A-Levels has been clarified by the DfE.

It is the responsibility of the Head to communicate these teaching and learning requirements to Parents, Staff and Pupils.

Please direct any questions relating to curriculum or teaching and learning provision to the relevant Head of School.

5. Safeguarding: General Principles

The Safeguarding of our pupils remains our most important responsibility. Staff must continue to follow the School Safeguarding Policy, *Keeping Children Safe in Education* (2020) and the Acceptable Use of ICT policy.

Communication must always be through official School channels, specifically the School Email system and My School Portal. Safeguarding concerns should continue to be reported to the relevant member of the Safeguarding Team in each School. CPOMs should be used for the recording of concerns and/or incidents.

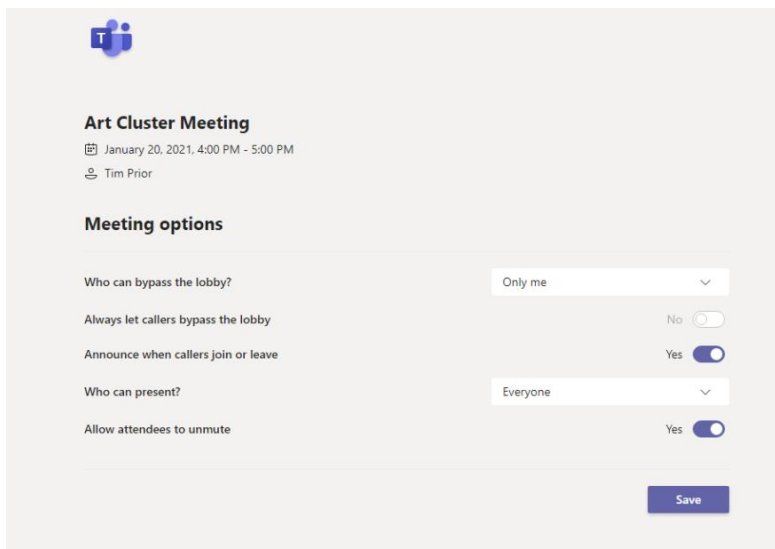
6. Safeguarding: Specific Guidance for Staff on Safe Lesson Management

Staff must consider carefully the opportunities, limitations and potential risks presented by remote learning. The nature of working online, particularly where it involves 1:1 lessons, does pose additional safeguarding and data protection challenges. Training is provided for staff by the IT Team on how to set up Teams lessons properly. The key elements of this are:

Teachers must always make sure they are set as “presenter”. Otherwise, all attendees are by default set as presenters and this could pose class management/information sharing problems.

Staff must also:

1. Set up a lobby system to allow attendees in - see attached below

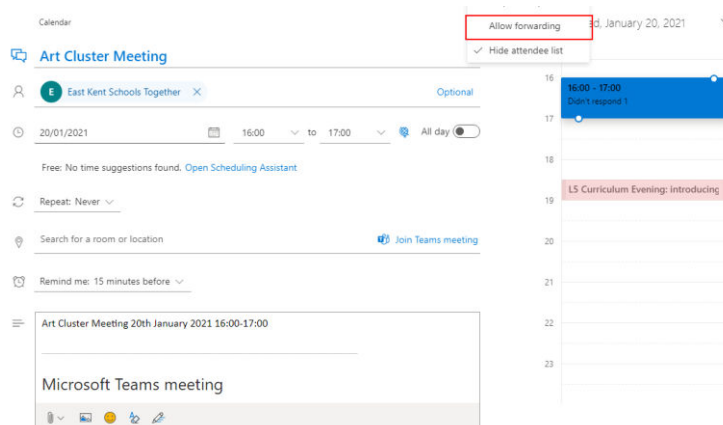


The screenshot shows the 'Meeting options' for a Teams meeting titled 'Art Cluster Meeting' scheduled for January 20, 2021, from 4:00 PM to 5:00 PM, hosted by Tim Prior. The options are as follows:

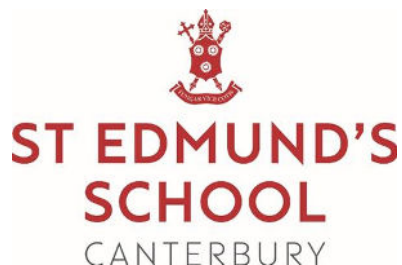
- Who can bypass the lobby?: Only me (dropdown menu)
- Always let callers bypass the lobby: No (toggle switch)
- Announce when callers join or leave: Yes (toggle switch)
- Who can present?: Everyone (dropdown menu)
- Allow attendees to unmute: Yes (toggle switch)

A 'Save' button is located at the bottom right of the options panel.

2. Turn off allowing attendees to forward the meeting on - see below Teams02



The screenshot shows the Microsoft Teams meeting interface for 'Art Cluster Meeting'. At the top right, a dropdown menu is open, showing the 'Allow forwarding' option, which is currently checked. Below it, the 'Hide attendee list' option is also checked. The meeting details show it is scheduled for January 20, 2021, from 16:00 to 17:00. The meeting title is 'Art Cluster Meeting 20th January 2021 16:00-17:00'. The meeting type is 'Microsoft Teams meeting'. The interface also shows a calendar view on the right side with a blue bar indicating the meeting time slot.



If an uninvited guest appears in a Teams lesson, **STAFF MUST, ON THE HEAD'S AUTHORITY, CLOSE DOWN THE LESSON IMMEDIATELY AND INFORM ITHelp AND ROSS UNDERWOOD (DSL): rpu@stedmunds.org.uk**

Additional requirements for staff when using Teams are:

- Ensure the background is blurred
- Inform pupils if the lesson is to be recorded
- Remind pupils of our expectations around behaviour and etiquette (e.g. they should start the lesson muted and unmute to ask questions)

For 1:1 lessons. Seek permission from parents and complete the Senior one-to-one log. This is available here:

https://stedmunds.org.uk-my.sharepoint.com/:x:/g/personal/rpu_stedmunds_org_uk/EXXaU1O5WqpCkgxZy8mf-xQBMm8383iW1q5YwtozgxCDwQ?e=Yq6nZq

In many cases it is sensible to record a lesson so that it can be made available to pupils who are unable to attend at the time the lesson is running. However, consideration should be given to how long that recording is available for. Recording of lessons must not take place if pupils have their cameras on. The general expectation is that any recorded lesson involving pupils should be deleted when it is no longer relevant to that class.

When sharing the desktop with pupils as part of a lesson it is advisable that staff only have open applications that they will be using during the lesson. This avoids the risk of inadvertently sharing sensitive material, such as items in the inbox if Outlook is open. Additionally, staff must exercise caution regarding folders and files on the desktop.

Teams now has the option for the host to end the meeting for everyone and this is something that staff should always do at the end of a lesson to avoid any potential issues between students left in the online classroom environment.

Any behavioural issues that occur during an online lessons should be dealt with as sensitively as would be the case in an actual lesson in accordance with the School Behaviour Management Policy. However, asking to speak to a pupil at the end of the lesson would not be appropriate in this context. If there is need to discuss behaviour or progress with a pupil, Staff must email the pupil and copy in the relevant HOD and Housemaster.

The School is aware of the potential threat posed by harmful online challenges and hoaxes, recognising that young people can be especially vulnerable to such activity. We teach how

to recognize and respond through staff training, safer internet day, ICT lessons and PSHEE. If pupils or staff discover such content, they are required to:

- Click the Be ESafe link on their desktop in order to report it.
- Report it to the DSL, Ross Underwood
- The School will then respond in accordance with government guidance available here:
- https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes?utm_source=Safeguarding+Network+membership&utm_campaign=5ae1e31c59-EMAIL_CAMPAIGN_6_10_2020_23_31_COPY_01&utm_medium=email&utm_term=0_6b3d26a8ba-5ae1e31c59-369339153

Should you have any safeguarding concerns relating to any aspect of an online lesson please contact a member of the safeguarding team.

7. Information for Parents

Parents will find the following useful information already on My School Portal:

- A copy of their child's timetable
- Email contact details for their child's teachers
- Prep set for each subject
- Prep timetables

8. Pupil and Parent/Carer/Guardian responsibilities:

Assuming that a pupil is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

- Pupils should retain structure to their working day as per their timetable.
- Pupils are expected to attend all live lessons in line with normal school expectations and complete all work set. Work is to be sent to the member of teaching staff leading the lesson at the end of the lesson to inform future planning and delivery.

- Pupils will also be expected to read and respond to communication from the school (e.g. an email from a tutor) on a regular basis.
- Students are encouraged to contact their teachers before, during and after the lesson by emailing them should they wish to seek clarification or help.
- In many lessons, students will be able to communicate with the teacher by unmuting themselves, writing in the chat function of Microsoft Teams or emailing their teacher in line with guidance above.
- Students' attendance and engagement in online lessons will be monitored by teaching staff and Heads of Departments. Communication home will be used where appropriate to ensure that students are engaging in learning effectively.
- Parents should that there is an appropriate place for students to learn. This will be quiet as possible without distractions such as a games console, mobile phone or TV.
- Parents and students should check My School Portal to see the posts/resources for each subject – any directions to use GCSEPOD or any other virtual learning platform will be directed from My School Portal.
- In line with the recommendations from the World Health Organisation, all students should accumulate at least 60 minutes of moderate-to vigorous physical activity daily. This activity can include general play, games, sport, recreation or planned exercise.

9. Support for pupils with SEND, EAL and other specific Learning Enhancement needs:

- Teachers are best placed to know how a pupil with SEND 's needs can best be met to ensure they continue to make progress even if they are not able to be in school.
- Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENDCo.
- Teaching staff should be mindful that pupils with SEND may find working remotely especially challenging. Staff should liaise with the Learning Enhancement team to identify strategies that are helpful to particular children.
- Pupils with an EHCP and other SEND will be also supported by the Learning Enhancement teams in PP, JS and SS.
- In addition, the SENDCo in each school will maintain contact with pupils on their lists requiring regular support, by email, TEAMS or phone with parents/learners and feed back to teachers using email and/or CPOMS if required.
- Interventions will continue to be delivered at regular scheduled times. These will follow the same timetable as during lessons and be delivered on Microsoft Teams. These

sessions will need to be planned and delivered to the same standard as during face-to-face sessions.

- The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- Where a pupil has provision specified within their EHC plan, all relevant parties should work together to identify which provision can be accessed remotely e.g. online teaching, remote sessions with therapists etc. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.

10. Pastoral Support

The School recognises that the COVID pandemic and lockdown place acute pressures on families and the wellbeing of young people. It is therefore essential that close and ongoing pastoral support is provided to pupils.

To that end, online tutorial sessions, assemblies and House Lines will be delivered through Teams.

Form tutors and Housemasters will continue to provide regular direct support throughout the lockdown and can be contacted by email.

All members of the school community have access to pastoralsupport@stedmunds.org.uk if they are worried or need advice and are unsure who to speak to.

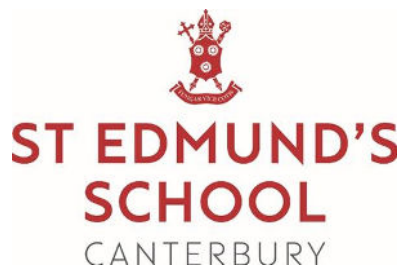
Alternatively, they can contact senior pastoral staff directly for guidance:

Pre-Prep: Mrs Julia Exley (Head) jepe@stedmunds.org.uk

Junior School: Mrs Kelly French (Head of Pastoral Care) kjf@stedmunds.org.uk

Senior School: Mrs Catherine Shearer (Deputy Head Pastoral) cjs@stedmunds.org.uk

PSHEE will continue, including provision of mental health resources, helplines and online forums.



The school will also take advantage of opportunities such as *Children's Mental Health Week* and *Safer Internet Day* to enrich our pastoral care provision.

The Peer Listening programme continues in periods of lockdown.

Meetings with the School Counsellors can also be scheduled to take place remotely.

11. Music Lessons

All individual music lessons commenced online via Microsoft Teams from **Mon 11th January** using the current timetable. If parents or pupils have any questions regarding scheduling, they should contact Katherine Walker.

12. Co-curricular Programme

St Edmund's runs a remote co-curricular programme during periods of school closure. The details are contained in the "Co-curricular Menu of Opportunity".

13. Engagement and Feedback

Good communication is a key part of remote education and it is important that families seek support when required. Class teachers will continue to have oversight of their pupils' education and will be the first port of call for any concerns whether that relates to how pupils are feeling or how they are learning. Any general enquiries/feedback about remote learning provision should be directed to the relevant Head of School.

St Edmund's values constructive feedback to inform its approaches and policies. The School will therefore run regular questionnaires for parents, staff and pupils to gather information on the impact and effectiveness of its remote education strategy. The School will also offer webinars to families to address specific issues and concerns (such as public examinations).

14. Technical Issues



If parents or staff have any problems in this regard or require additional equipment, they should contact IThelp@stedmunds.org.uk.

Policy reviews:

1. September 2020
2. February 2021

Next Review: September 2021

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