



FOREST SCHOOL

Remote Learning Policy Preparatory School

V1.2

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Contents

1	BACKGROUND	3
2	PREPARING FOR REMOTE LEARNING	3
3	CONTINUITY OF EDUCATION IN THE EVENT OF A CLOSURE	4
4	REMOTE LEARNING PRACTICE AND RECOMMENDATIONS.....	4
5	LESSON CONTENT & DELIVERY	5
6	MARKING AND FEEDBACK	6
7	EXPECTATION OF PUPILS	7
8	EXPECTATIONS OF STAFF	9
9	SUPPORT FOR PUPILS WITH SEND	10
10	PASTORAL CARE DURING SCHOOL CLOSURE.....	10
11	SAFEGUARDING DURING SCHOOL CLOSURE.....	11
12	USING WEBCAMS OR MOBILE PHONES IN FACE-TO-FACE SITUATIONS	11
13	COMMUNICATING WITH OTHERS	12
14	SECURING YOUR PC AND OTHER DEVICES	12

1 BACKGROUND

This policy is to safeguard the ongoing educational provision of Forest Preparatory School pupils under unusual circumstances. This policy will outline provision during closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. If the Governors or external agencies decide that Forest School should close, we will consider this as a closure of the physical buildings of the school, rather than a shut-down of the school's educational provision.

Preparatory School staff working from home will, as far as possible, be expected to continue to carry out their role to provide remote learning to the pupils they teach and ensure that pupils continue to make academic progress through the term-time period of any closure of the Preparatory School.

Staff will need to ensure they are able communicate regularly with their key line managers throughout the closure period. Any IT requirements to enable staff to fulfil their remote learning expectations should be discussed with the IT Department. It will also be important to maintain a sense of departmental/team collegiality in challenging circumstances.

This policy outlines the expectations of Preparatory School staff in the event of any full closure of the School.

In business terms, Forest (as an independent fee-paying school) must continue to provide the product our customers are buying. As paid employees, we know staff will continue to work hard during the days.

The School does not underestimate the need for staff to cope with other challenges if all schools are closed and children are at home, or if family members fall sick.

The School will continue to expect that all employees follow the guidance and advice issued by statutory external agencies throughout the closure.

2 PREPARING FOR REMOTE LEARNING

2.1 Forest Preparatory School will be proactive in ensuring that:

- Staff have access to Microsoft Teams, and that Teams for their classes are set up.
- Pupils within classes have access to the relevant Microsoft Team.
- Pupils will receive Teams refresher sessions (and specific Teams Meetings instruction) in Computing lessons on a regular basis.
- Staff are familiar with the main functions of Microsoft Teams.
- Staff can host a Teams Meeting (video and/or audio) with their classes either from their classrooms or from home.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.

- 2.2 Forest Preparatory School should ensure that colleagues are supported in the development of the above framework by:
- Using staff meetings or setting aside professional development time
 - Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.
- 2.3 Staff should ensure that they:
- Have received appropriate training from our IT Helpdesk.
 - That their computer- based teaching resources are available outside of school (on Microsoft Teams, Tapestry, and/or OneDrive).
 - That they have access to key resources not available online at home e.g., key textbooks.
 - That they have access to a suitable device for home use and if this is not the case then staff should alert the Deputy Head Academic/Head of E-Learning to the situation.

3 CONTINUITY OF EDUCATION IN THE EVENT OF A CLOSURE

- 3.1 Forest Preparatory will make provision for remote contact with pupils daily in two forms:
- Pupils will have access to work and teaching input that allows them to continue progress while at home.
 - Pupils will have the opportunity for face-to-face interaction with their class teacher daily. Colleagues (both Form Teachers and specialists) will need to make themselves available for live communication with pupils during their scheduled lessons and should communicate with the DHA if this is not possible.
- 3.2 We are mindful of the challenges of operating in an unfamiliar environment in that:
- online learning operates with very different dynamic.
 - some subjects and activities do not lend themselves well to remote learning.

4 REMOTE LEARNING PRACTICE AND RECOMMENDATIONS

- 4.1 Microsoft Teams will be the single hub for all Remote Learning interactions for the Preparatory school and the Pre-Prep will make use of Tapestry and Teams.
- 4.2 Teams Meetings allow colleagues 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 or by clicking 'join' within the calendar).
- 4.3 We recommend that all pupils wear headsets during calls to improve their listening experience and engagement with remote learning sessions (we can recommend suitable headsets).
- 4.4 Screen sharing will allow colleagues to broadcast their screens and open documents during the Meeting calls for discussion and sharing with the class.
- 4.5 We are mindful that if remote working/learning is happening nationally then there may be bandwidth restrictions across the UK's internet infrastructure. In this event, dropping the Teams Meetings down to just audio might be necessary.
- 4.6 Classwork that can be handed in online will be set through Teams and marked online.
- 4.7 As much as possible, use the usual rewards such as merits and verbal praise, will be used. These should be logged on iSAMS. No sanctions will be issued during the remote learning period.

5 LESSON CONTENT & DELIVERY

- 5.1 Colleagues will 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 their subject channel on Teams. 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. Extensions should be set for every lessons.
- 5.2 The type of task set will vary between subjects, but examples of appropriate tasks might include:
 - 5.2.1 Reading and noting new material from a common subject area textbook or electronic resource
 - 5.2.2 Working through subject-specific presentations or worksheets provided by the subject area.
 - 5.2.3 Watching a relevant video resource and making notes on it
 - 5.2.4 Completing a listening exercise (e.g., in languages/music)
 - 5.2.5 Written responses to prompt questions, essay plans etc.
 - 5.2.6 Completion of practice questions
 - 5.2.7 Working through relevant exercises offered by external providers (e.g., Century Tech, EducationCity, TT Rockstars etc)
- 5.3 All lessons should contain an element of 'live' support for pupils. This could be a live video check-in throughout the lesson to check understanding/misconceptions, introduction to the lesson, live chat support, and/or live feedback sessions to pupils.
- 5.4 Colleagues should publish their next day's work on Teams/Tapestry the evening before by 18:00. This will give Pre-Prep parents the time to prepare the necessary resources/equipment for their child/children to complete your work to the best of their ability.
- 5.5 Colleagues should steer away from free resources which parents can access, eg Twinkl, as we wish to uphold our offering of providing a high-quality, bespoke remote education for our pupils.
- 5.6 We recognise that there will be an intrinsic difference between lessons as school and online, but colleagues should endeavour as much as possible to project normality in terms of lesson content and delivery.

6 MARKING AND FEEDBACK

- 6.1 Providing timely and helpful feedback is a cornerstone of effective teaching and learning, and whilst this may be more challenging with remote learning, colleagues will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by colleagues and this would continue to be the case should the school employ remote learning.
- 6.2 Assessed work will be set using Assignments on MS Teams (or Tapestry for Pre-Prep pupils), regardless of how pupils' work is eventually submitted (e.g., by OneDrive), with clear due dates given to pupils for completion, thereby helping pupils to organise their time.
- 6.3 Pupils and colleagues should keep accurate records of all work completed, submitted and assessed.
- 6.4 Given the nature of the tasks, the type of feedback colleagues can provide may not have the same format as marking an exercise book. Colleagues are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:
 - 6.4.1 Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
 - 6.4.2 Using the "Comments" function on online documents (e.g., in MS Word)
 - 6.4.3 Providing feedback directly in the channel on Teams
 - 6.4.4 Sending a direct email to pupils with specific feedback / targets
 - 6.4.5 Feedback via another website / piece of software (e.g., OneNote/Century Tech)
 - 6.4.6 Recording oral feedback and sharing an audio file with the pupil via a QR code
- 6.5 TAs will collate pupil work, achieve this in a proper way, chase missing work in the first instance and provide the teacher with an initial set of marks.
- 6.6 Teaching staff (not TAs) are expected to track data as normal on the shared spreadsheet on the PS T&L SharePoint.

7 EXPECTATION OF PUPILS

- 7.1 Assuming that a pupil is healthy and well enough to work, pupils 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 will also be expected to read and respond to communication from the school (e.g., an email from a form teacher) on a regular basis.
- 7.2 In the event of an extended school closure, colleagues will continue to deliver content in line with existing schemes of work once the school is reopened; if any pupil misses significant parts of the content, they will be able to view material posted online and the school will consider the practicalities of helping pupils to catch up once the school reopens.
- 7.3 Pupils should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area/teacher. If there are questions about a pupil's overall workload (e.g., a pupil feels they are overwhelmed or falling behind), these should be directed to the pupil's form teacher in the first instance and then to the DHP/DHA as appropriate.
- 7.4 Colleagues must work on the assumption that pupils will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, colleagues will instruct pupils to take relevant equipment home, or for parents to ensure they have duplicates. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g., science or art). Colleagues should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home.
- 7.5 The school expects that parents have internet access at home to access remote learning resources, but colleagues will make no presumption of the pupil's ability to print at home.
- 7.6 Should a teacher become concerned about the effort and/or attendance of a specific pupil or the quality/frequency of work being submitted, they should, in the first instance, contact the pupil's parents to express their concern. Should this not be effective, they should direct the concern to the Deputy Head Academic by filling in the academic concern form on the Staff area of the School's SharePoint.

8 EXPECTATIONS OF STAFF

- 8.1 Colleagues should ensure they have effective internet and a phone connectivity at home.
- 8.2 The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of pupils' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.
- 8.3 In order that we are providing a consistent approach, the SDH, DHA and Subject Leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All colleagues should pay due care to the nature of tasks set, so that pupils have a range of activities to complete at home and are not exclusively working on a screen. The DHA, SDH and HofPP will monitor this.
- 8.4 Colleagues are responsible for providing constructive feedback to their pupils in a timely manner. Subject leaders are responsible for overseeing the form and regularity of feedback and will liaise with the DHA and SDH to ensure consistency.
 - 8.4.1 In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes.
 - 8.4.2 Teachers should register their fitness for work on a daily basis and by 8:15am at the latest, using [the form in the Preparatory School Team](#).
 - 8.4.3 Should a member of teaching staff be unable to work on a particular day during the remote working period, they should contact the Senior Deputy Head (TRSL), copying in the Operations Manager (TP) with cover work appropriate to the amended timetable. The expectations regarding setting cover work during absence is unchanged.
 - 8.4.4 In cases of serious or prolonged illness, the Subject Lead, in consultation with the Deputy Head Academic should devise an appropriate strategy to ensure the pupils have access to work and are receiving feedback in that subject.
 - 8.4.5 Staff must contact the Director of Compliance/Health & Safety (WB), the Senior Deputy Head (TRSL) and the Operations Manager (TP) if they are confirmed as having tested positive for Coronavirus.
- 8.5 Subject areas are expected to:
 - 8.5.1 Plan and deliver 'live sessions' or live elements to all lessons (see point 5.3)
 - 8.5.2 Respond to reasonable amounts of communication from pupils, parents and colleagues.
 - 8.5.3 Plan and set tasks for their pupils using Teams (Prep) or a mixture of Tapestry and Teams (Pre-Prep) as well as third-party provision such as Century Tech.
 - 8.5.4 Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to pupils electronically (or after the period of remote working for written and project work)
- 8.6 If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, and point pupils and parents in that direction.

- 8.7 Unless there are extenuating circumstances, colleagues will be expected to be contactable remotely by colleagues, pupils and parents. Colleagues also should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues or pupils to read or respond to emails/Teams notifications before 07:00 or after 18:00, although responses should be made to electronic messages within one working day in line with normal practice.
- 8.8 For those who are on part-time contracts, communication is expected only on the days on which they would usually work. Communication must always occur via official school channels, and not through personal accounts or other websites.
- 8.9 Parents and staff are permitted, throughout the period of remote learning, to contact each other directly rather than via the Prep School Office. However, staff should CC the Operations Manager into all outbound communications with parents.

9 SUPPORT FOR PUPILS WITH SEND

- 9.1 Colleagues should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils on the Acorn and advice can be sought from the Learning Support Co-ordinator. In addition, who will maintain contact with pupils on her list requiring regular support, by email or phone with parents/pupils and feed back to colleagues if required.
- 9.2 Colleagues should feel free to contact PS Learning Support to discuss/receive support on effective differentiation for pupils on our SEND register.
- 9.3 Should connect with parents of pupils on the Learning Support register (via email) every week to check how they are coping with home learning.
- 9.4 Should deploy members of the support staff to conduct interventions using Teams on a one-to-one basis with pupils on the Learning Support register and supervise these interventions (for safeguarding reasons) by joining all videoconferencing calls between TAs and pupils.

10 PASTORAL CARE DURING SCHOOL CLOSURE

In event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents / guardians. However, form teachers (under the guidance of the DHP) should check in regularly with their pupils to monitor both academic progress and their general wellbeing. Form teachers will be expected to pass on feedback to the DHP, particularly if there are concerns or a lack of communication.

11 SAFEGUARDING DURING SCHOOL CLOSURE

11.1 In the event of a school closure, pupils, parents and colleagues are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and colleagues. In that policy, there are specifically prohibited behaviours and reporting obligations to which colleagues must adhere, whether they are at home, in the community or at school.

11.1.1 As usual, any serious safeguarding issues should be reported to the appropriate DSL or to the School's Lead DSL as appropriate. Concerns not requiring immediate attention should be recorded through CPOMS. Please refer to the guidance below for further detail of the Safeguarding Guidelines for the use of video conferencing during any remote learning period.

11.1.2 Staff should not be on 1:1 video calls with a pupil unless either that pupil has a parents or guardian nearby at home to supervise or a colleague is present with that member of staff.

11.1.3 The use of 'breakout rooms' within the Teams architecture is permitted. However, pupils should not be in a breakout room for more than five minutes, should be directed to use the time to discuss a specific teacher-posed question or challenge and the teacher should 'drop in' to supervise as many of the rooms as is possible within the time.

12 USING WEBCAMS OR MOBILE PHONES IN FACE-TO-FACE SITUATIONS

12.1 Using a webcam is an in-built facility for Microsoft Teams and can be used to communicate/teach face-to-face. Teams also allows voice meetings. A security policy (setting) is applied to Teams so that pupils cannot use private meetings or record open meetings. Teachers must ensure the meeting settings are adjusted such that only they can bypass the 'lobby'.

12.2 DO NOT:

- Record face-to-face sessions with students when using a webcam.
- Store any images or videos of pupils on personal devices or home computers.
- Distribute any images or videos of pupils online.

12.3 DO:

- Inform pupils ahead of time that you will be using video for your lesson/meeting
- Inform pupils to use the webcam or device in a way that does not reveal where they live, or any other aspect of their life that they don't want others to see.
- Remind pupils that they are not to record these meetings in any way, and that it would breach the school's acceptable use policies, and they may be subject to sanction if they do so.

- Position your webcam or device so that there is a bland background behind you OR use the Blur feature in Teams. It blurs the background and leaves your face and shoulders in focus.
- Control pupils' ability to contribute to Team conversations (text posts) using the toggle that is available.

13 COMMUNICATING WITH OTHERS

13.1 During a period of closure, it will be important to maintain communication with pupils.

13.2 DO:

- Use school e-mail system and school email address only, for any communication with pupils, parents and other parties relating to your work.
- Use school software that you usually use for communication with parents, pupils and others in the school community.

13.3 DO NOT:

- Redirect your school phone to any private number.
- Use, or sign up, to third party messaging, phone, e-mail, video calling or chat services that are not subscribed to by the school.

14 SECURING YOUR PC AND OTHER DEVICES

14.1 DO:

- Use your own, password protected account on a shared PC if possible.
- Use the strongest security/password option available to you, to secure your account, for example, a PIN on Microsoft accounts and phones, etc.

14.2 DO NOT:

- Set your browser to remember your passwords to school systems unless it is within your own, personal account.
- Leave your PC or device logged in or open when you are not present.

This Policy should be adhered to in conjunction with the Staff Code of Conduct and Acceptable Use Policy.