

# THE LONDON ORATORY SCHOOL

## REMOTE LEARNING POLICY



**Approved by:**

The Headmaster

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# Aims

This remote learning policy for staff aims to:

- Ensure continuity of as high a standard of education as is possible, given the remote circumstances
- Ensure consistency in the approach to remote learning for pupils who are unable to attend school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## 1. Roles and responsibilities

- Deputy Headmaster 1: Scheduling remote learning, if in complete lockdown; quality assuring remote provision and monitoring
- Deputy Headmaster 2: Ensuring all training needs are met and developed; managing the process that ensures that teachers know which pupils are self-isolating, if in need of simultaneous (in-school/remote) delivery
- Assistant Head (Pastoral): managing and monitoring safeguarding, behaviour and pastoral issues
- Assistant Head (Attendance and Mental Health): managing wellbeing referrals
- Director of IT and Early Adopter Team: offering IT support, coaching and development
- Heads of Department: to ensure that departmental training needs and quality standards are met
- Housemasters: notifying teaching staff of self-isolating pupils; managing implementation of remote pastoral programme, including House Councils, the Prefect Cabinet and 'pastoral check-ins'
- Head of Learning Support: managing deployment of LSAs to remote learning
- IT: to ensure that all rooms have adequate kit for MS Teams live-streaming

### 1.1 Remote Learning Platforms

- Only platforms approved by Senior Staff will be used for remote livestream teaching and learning. Currently these are:
  - a. MS Teams for all subject classes
  - b. Zoom for musical instrument classes, including singing
  - c. Remote learning platforms licensed by the School, such as Show My Homework, Hegarty Maths, BBC BiteSize
  - d. YouTube can be used during lockdown, but is not accessible to KW&V pupils in school

e. School Cloud for Parent Teacher Meetings only

- Remote learning platforms (especially those used for livestreaming) must be subject to a Digital Risk Assessment

## Teachers

When providing remote learning, teachers must be available to pupils between 8.15 and 4pm.

If staff are unable to work for any reason during this time, for example owing to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- **Communicating with pupils**
  - Direct communication with pupils must be via the following only:
    - School email
    - MS Teams
    - Zoom
  - All of the above will be monitored by the School and may be recorded.
  - Staff must not use personal social media accounts or private web-space to contact pupils at any time
  - If Housemasters/pastoral staff wish to contact pupils by phone, then parents must be made aware of this beforehand. VoIP is available, details available in Staff Handbook/*Staffing Matters*. If using your own mobile or handset, then staff must put in 141 before dialling to protect their number; alternatively, hide the number in their settings
  - All written and verbal communication with pupils must be of a professional nature and relevant to teaching and learning; if pupils raise communications of an emotional or personal nature, then they must be referred to the relevant Housemaster or the Assistant Head (Pastoral)/DSL as soon as is practical
  - Staff using MS Teams or Zoom must be in a neutral or school venue where nothing personal or inappropriate can be seen or heard in the background
  - Staff using MS Teams or Zoom must be dressed appropriately in 'smart casual' as a minimum, creating a professional appearance. Staff should insist on the same standards from pupils; staff have the right to insist pupils appear in full school uniform
  - Staff can video call an individual pupil on Teams and Zoom, but must record all individual face-to-face video calls when there is only 1 x pupil in the room – ideally, an adult will be in the room. Staff will need to notify pupils of this in advance of the conversation
  - Before a member of staff invites a pupil to meet face to face in a video call, the member of staff's line manager must be informed
- **Setting work:**

- If a whole, or part of a class is self-isolating, or a teacher is self-isolating, then MS Teams audio must be live streamed simultaneously as the lesson, as a minimum; if the teacher is in School, pupils should be able to access the session at the same time as those in class; if the teacher is at home, cover will be arranged to supervise the class, so that the teacher can livestream into the classroom
  - If staff feel comfortable with MS Teams video live streaming, then this is supported
  - Staff can insist on pupils showing their faces, if they feel this assists with improving discipline and engagement
  - Work provided should be the same standard as if pupils were in School
  - Only material, content and links relevant to the teaching of the subject may be made available pupils
  - Material, content and links must be age appropriate and must have been checked and viewed by the teacher before being made available to pupils
  - MS Teams should be accessible immediately that news of pupils self-isolating has been received
  - Pupils can upload work on SMHW, MS Teams or email to teachers
  - If in complete lockdown, then departments should be meeting weekly, as a minimum, via MS Teams or Zoom
- **Providing feedback on work:**
    - Feedback, marking and assessment schedules relevant to in-person teaching are to be followed for remote teaching
- **Delivering Teaching**
    - The in-school timetable is to be followed from 8.40 to 3.15, including pastoral check-ins and updates; staff are encouraged to be creative in how they use form teacher time to ensure maximum validity and contact with pupils.
    - Teachers must record attendance in remote teaching sessions. Issues with non-attendance are to be raised with the pupil and parent and shared with the pastoral team, as appropriate
    - Some useful hints, tips and approaches to ensuring a high standard of remote teaching can be found here: [What Works Well in Remote Teaching](#). Subjects are to adapt as appropriate – all subjects, including the more practical subjects, must find ways of ensuring as meaningful delivery as possible. N.B. on the issue of ensuring pupil engagement: staff can insist on pupils showing their faces; hand up checks; targeted questions; use of the chat box; multiple choice tasks; the MS Teams Champions can suggest useful websites for curating effective feedback
    - Whilst teachers are expected to monitor their pupils and have a livestream input for every lesson, they are not expected to deliver all or every lesson as a complete livestream, with the onus on the teacher to present, or lecture throughout

- As a rule, teachers must touch base with pupils 'live' and register pupil attendance for at least half of their lessons across a fortnight. This gives pupils structure, spurs motivation and helps teachers to identify pastoral issues relating to attendance or safeguarding
  - Teachers can insist on pupils showing their faces on camera to monitor engagement; staff can decide whether they wish to have their own faces seen on livestream camera.
- **Managing Behaviour**
    - Pupils must remain respectful to all members accessing a teaching and learning platform and behave in line with the School's expectations of behaviour as outlined in the Discipline Statement and Behaviour Policy at all times
    - Video and direct messaging on the remote learning platforms will be monitored at all times
    - Pupils must not invite other pupils or non-pupils into Teams; they must not set up their own Teams, unless approved by Senior Staff and the Director of IT
    - Pupils must not use personal email or social media accounts to communicate or try to communicate with staff. Pupils must not invite staff into any area of their private or personal webspace. Pupils must not attempt to gain access to any member of staff's private or personal webspace.

The Headmaster has full discretion to define and specify remote online behavioural breaches and to issue reasonable and proportionate sanctions accordingly. Given the unfolding and experimental nature of remote online and remote interactive learning, the following list of transgressions is not intended to be exhaustive.

Sanctions for breaches could include:

- a. Temporary or permanent suspension of school email accounts
- b. Temporary or permanent suspension of access to school online platforms
- c. Temporary or permanent barring of access to interactive or other online sessions

Given the nature of such transgressions, the Headmaster has full authority to issue sanctions immediately pending fuller investigations, if necessary, once the school is operable.

For the purposes of the current period, any breach of behaviour expectations in relation to online or interactive learning, will be treated as under the 'Destructive and Dangerous'/'Misuse of computer technology' category of our current School Behaviour Policy/'Scheme of Escalation', available on the website. As such, they are to be considered as serious breaches and will be sanctioned accordingly.

If a pupil is reported as having breached this policy, then:

- a. The teacher must inform the relevant Housemaster, making a log on Progresso
- b. The Housemaster will escalate to the Assistant Head (Pastoral), who will consider the severity and advise on the issuing of an appropriate sanction
- c. The Assistant Head may consult with the Deputy Headmaster for particularly serious or concerning breaches

The Housemaster or the Assistant Head will deal with communications with the parents.

Once the School is operable in person, additional **fixed term** and **permanent exclusions** from the School can be considered for, amongst others, breaches of the following nature:

- a. Any attempt at sabotaging the learning in an interactive online lesson, however brief or seemingly trivial
- b. Joining an interactive online session without a prior invitation/due authorisation from the teacher
- c. Enabling non-school or non-class members to join live sessions, incognito
- d. Sharing passwords to engage in interactive or online education with those who are not members of the class, without due authorisation from the teacher
- e. Attempting to, or succeeding in downloading illicit or inappropriate material onto school platforms, or during live sessions
- f. Attempting to, or succeeding in gaining control of a teacher's home-screen
- g. Other breaches of cyber security or the stability of the online platforms
- h. Using immature or inappropriate 'nicknames' when logging on to interactive sessions
- i. Engaging in immature, offensive or inappropriate online 'chat'
- j. Not observing appropriate boundaries when interacting online with teachers
- k. Using school IT systems – including MS Teams – to establish non-transparent 'chat' channels
- l. Recording and distributing audio sessions in breach of a teacher's and other pupils' data protection rights

Police action will also be considered for the most serious breaches.

- **Raising Safeguarding Concerns**

- Pupils, parents and staff must report any safeguarding concerns to Mr Mantio by telephone as soon as is practical on:

020 7381 7624

All safeguarding concerns will be assessed according to Local Authority guidelines and the LADO will be informed in all cases where an allegation is made against a member of staff, or where a genuine safeguarding concern has been raised involving a member of staff.

- Keeping in touch with pupils who are unable to be in school and their parents:
  - Teachers are expected to keep in touch with pupils in accordance with the published timetable periods
  - Form teachers are expected to keep to the daily schedule of morning form teacher periods
  - Housemasters are expected to keep in touch with pupils in a targeted and proportionate way, especially with those who may be vulnerable during school lockdown
  - Emails from parents and pupils need only be answered during core School hours, e.g. 8.00-5.00pm, Monday to Fridays in term time.
  - If pupils or parents raise concerns or complaints then Housemasters, the relevant Head of Department and Senior Staff must be notified at the earliest available opportunity.

- If pupils misbehave or fail to complete work – and other teacher interventions have failed – then Heads of Department, Housemasters and the Assistant Head (Pastoral) are to be informed.
- If engaging with parents, staff are expected to wear professional dress. This includes for Parent Teacher Meetings on School Cloud
- Staff should avoid areas with background noise, and prefer to blur backgrounds
- The School meetings rota for departmental, Senior Staff, HoDs, and Housemasters is to be observed by self-isolating staff or if in complete lockdown.
- During complete lockdown, staff can work in School, if unable to deliver quality teaching or meet professional standards from home. All social distancing imperatives must be observed, especially if meeting in the Common Room at break and lunchtime.

## **2.2 Learning Support Assistants**

When assisting with remote learning, teaching assistants must be available between 8.15 and 16.00.

If unable to work for any reason during this time, for example owing to sickness or caring for a dependent, they should report this using the normal absence procedure. This involves notifying the Head of Learning Support in the first instance.

When assisting with remote learning, LSAs are responsible for:

- Supporting pupils on the SEN unable to attend School
- Supervising on-site pupils who, during complete lockdown, are able to be educated on-site (KW&V pupils)
- Attending virtual meetings with teachers, parents and pupils. The stipulations that apply to teachers in relation to dress code and location also apply to LSA

## **2.3 Heads of Department**

Alongside their teaching responsibilities, Heads of Department are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate, of the highest standard and consistent
- Working with other Heads of Department and Senior Staff to make sure work set remotely across all subjects is appropriate, of the highest standard and consistent, and that deadlines are being set an appropriate distance away from each other
- Ensuring PP and SEN pupils are engaging positively and receiving the necessary support in their subjects
- Monitoring the remote work set by teachers in their subject – through regular meetings, the sharing of best practice, invited ‘drop-ins’ to stimulate discussion and share best practice,

organising and scheduling departmental pupil focus groups to source feedback, especially for older Key Stages

- Alerting teachers to resources they can use to teach their subject remotely
- The Head of Learning Support is responsible for co-ordinating and supporting remote learning for children with SEND across the School
- Heads of Department are to keep to their quality/coaching cycle of remote learning observations, drop-ins and best practice sharing
- NQT mentors are to observe and support NQTs with remote learning observations and constructive feedback

## **2.4 Housemasters**

Alongside their teaching and pastoral responsibilities, Housemasters are responsible for:

- Ensuring that form teacher period is taking place in accordance with the agreed personal and spiritual development programme
- Ensuring that House Councils take place half termly
- Ensuring regular contact with vulnerable pupils and parents
- Raising, sharing and seeking to solve pastoral and safeguarding issues
- Working with the Time to Talk, Here to Listen team to ensure that pupils and families with significant wellbeing challenges are supported

## **Senior Staff**

Alongside teaching and managerial responsibilities, Senior Staff are responsible for:

- The Deputy Headmaster (Academic) co-ordinates the online learning offer
- The Deputy Headmaster (Academic) leads the Centre Assessed Grade process
- The Deputy Headmaster with responsibility for staff development to source, schedule, organise and collate training on the various platforms
- The Assistant Head (Pastoral) leads on safeguarding and behaviour addenda and implementation
- The effectiveness of remote learning is constantly evaluated through:
  - HoDs/Senior Staff sourcing feedback informally
  - HoDs/Senior Staff 'dropping in' to Teams at specified/agreed times
  - HoDs/Senior Staff reviewing work set and completed

- HoDs, Senior Staff, Deputies' meetings and through Staff and Parent Surveys issued during and after lockdowns.
  - Scheduled pupil focus groups, e.g. through House Councils or Prefect Cabinet meetings, and subject specific quality groups should also be implemented.
  - Frequent co-ordination of an audit of remote learning, using/adapting the following template: [Strengths and Weaknesses of Remote Learning Audit](#)
  - Ongoing evaluation of training needs through close liaison between HoDs and the Deputy Headmaster responsible for staff development
- The Director of IT/Digital Education and the IT Administrator are responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **2.5 Designated safeguarding lead**

The DSL is responsible for:

- The management and referral of all Safeguarding issues
- The implementation of the Safeguarding and Child Protection Policy COVID-19 Addendum, found in the share drive.

## **2.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

## **2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or LSAs

- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware of any hardware or bandwidth needs or issues
- Make the school aware if their child is sick or otherwise can't complete work, using the usual absence reporting arrangements (either email or telephone to Housemaster and/or to Reception).
- Seek help from the School if they need it – where they can, staff should point parents towards suitable resources, if pupils are struggling
- Be respectful when making any complaints or concerns known to staff
- Only pupils that the School, the DfE or the government have instructed to self-isolate or work remotely will be catered for via remote learning – it is not a 'flexible' option for other non-Covid related absences

## **2.8 The Headmaster**

The Headmaster is responsible for:

- Monitoring the School's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **3. Whom to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues with the implementation of the School's remote learning strategy – Miss Devereux
- Issues in setting work – talk to the relevant Head of Department or Head of Learning Support
- Issues with behaviour – talk to the relevant Housemaster or Assistant Head (Pastoral) – Mr Mantio
- Issues with IT – talk to Mr Wills
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the DFO
- Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

### 4.2. Using VoiP - DFO

## 5. Safeguarding

The Safeguarding and Child Protection Policy COVID-19 Addendum can be found in the share drive.

## 6. Monitoring arrangements

This policy will be reviewed by the Deputy Headmaster (Academic) every half term of lockdown. At every review, it will be approved by the Headmaster

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

