

**OUR LADY'S ABINGDON (OLA)
REMOTE LEARNING POLICY**

(implemented during periods of enforced school closure)

This policy, which applies to the whole school, is publicly available on the School website <https://www.ola.org.uk/> and on request a copy may be obtained from the School Office.

Information Sharing Category	Public Domain
Date Published	September 2021
Authorised by (if required)	Governing Board
Review/Update Date	September 2022
Responsible Area	Head and Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

Applies to: the whole school inclusive of activities outside of the normal school hours and all staff (teaching).

Other relevant documents:

- Equality and Diversity Policy
- Special Educational Needs and Disability Act (SENDA)
- [What's working well in remote education](#) (Jan 2021)
- [Remote schooling through the coronavirus \(COVID-19\) pandemic, England: April 2020 to June 2021](#) (Sep 2021)
- [Remote education research](#) (Feb 2021)
- [Remote education webinars](#) (Sep 2021)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#) (Mar 2021)
- [Remote education for children and young people with SEND](#) (Gov publication- March 2021)
- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education
- [Digital Wellbeing of Learners](#) guide from Jisc which curates a number of resources and guides
- National Cyber Security Centre (NCSC) guidance on [how to work from home](#) - supporting college staff to ensure Prevent and security policies are maintained from home

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

Availability:

This policy is made available to parents/guardians, carers, staff and pupils from the school office.

1. Introduction

Remote education as a term covers any teaching where the teacher and pupil are not in the same room. This includes, but is not limited to, digital remote education. All such pupils and students not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day. OLA ensures that remote education, where needed, is safe, high quality and aligns as closely as possible with in-school provision. OLA is committed to improving the quality of our remote education and have a strong contingency plan in place for remote provision.

OLA 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 fulfil their potential.

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Remote learning procedures were introduced at OLA due to Government imposed lockdowns because of the COVID-19 pandemic. 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. OLA staff are committed to providing the best possible remote learning experience for pupils. We have tested the technology extensively; we know it works and staff have received training. However, we are conscious that there are some unknowns as to how this will work for families in practice. We are confident that our remote offering is strong, but we will of course adapt as we go along to meet everyone's circumstances.

Communication is the key to success during remote learning. As the pandemic continues to develop, there may be aspects of the arrangements described below that need to change, but we will keep the lines of communication open to engage in dialogue with parents during these periods.

This policy sets out remote learning instructions which are appropriate for each year group. The arrangements will run during term time and during the core hours of 9:00- 4:00 on each school day. Parents can expect staff to respond to queries within these school hours. However, we would ask for your patience if staff are slower to respond to queries outside of these hours, under the conditions of remote learning. For some teachers, making contact outside of these core hours may be the most effective for them, but this is at the discretion of individual teachers to make such arrangements which fit with OLA family commitments. Zoom/Team video lessons will be timed by teachers to take place according to the school timetable.

All the arrangements detailed in this policy are dependent upon:

- *Families having sufficient ICT equipment for the household should the whole family be in isolation*
- *Broadband speeds*
- *Webcam/audio functions*
- *Staff unable to run a session due to illness*
- *Any platforms becoming overloaded with users nationally*

Lockdown can feel very different dependent on the time of year it is introduced, the length of time it is imposed for and the severity of the lockdown in terms of its restrictions. This policy considers the impact of a full daily schedule of remote lessons on screen on eyesight, wellbeing and restricted movement. The procedures referred to in this policy are the result of refining teaching from experiencing first-hand what is effective and what is not effective during lockdown, gathering feedback from staff, parents and pupils and considering pupil welfare.

Any processes have to be able to adapt to the lockdown circumstances. This policy considers areas where adjustments might prove effective in maintaining momentum in learning.

- Extent of live video
- Screen time
- Connectedness and spirituality
- Opportunities for exercise and stretch breaks
- Wellbeing afternoons
- Extent of homework

2. ICT Requirements of remote learning

All lessons will be conducted through the Microsoft Teams environment using either:

- Zoom embedded in Teams
- Teams video

All pupils must have access to Office 365/Teams and their school e-mail. For the purposes of communication, staff e-mails can be found on the OLA website.

New pupils are inducted into using Teams at the start of the Michaelmas term. Pupils joining midway through a term follow the same induction process. Videos are available for parents and pupils to watch and before a period of remote learning a live Zoom session is held for families to refamiliarise themselves with the remote learning environment.

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3. Feedback

OLA is a school which has an excellent reputation for strong pastoral care. We have an efficient system for collating parent, staff and pupil feedback via Microsoft forms. This enabled us to adapt our provision effectively in previous lockdown periods.

4. Arrangements for key worker children

At the start of each academic year, a list of key worker children is drawn up. These are children whose parents are on the list of essential workers required to be at work during the pandemic. These children are supported with their work on site on a daily basis and a member of staff is assigned to supervise them. Pupils are supervised according to our 'Supervision – Day and After School Care Policy'

5. Safeguarding and Online Safety in remote learning

Keeping pupils, students and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the OLA staff behaviour policy (sometimes known as a code of conduct) will apply. In our conversations with parents, carers and pupils, OLA emphasises the importance of a safe online environment, which amongst other things, means keeping any log-in credentials and passwords safe. We offer support and advice on how to do this. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

All pupils are expected to abide by the document 'Online Remote Learning Responsible User Agreement'(See Appendix 2) This document sets out the do's and don'ts of working online on a regular basis. Pupils are given a copy of this document prior to any period of remote learning. The wider aspects of online safety and the greater use of social media that is likely to arise from a period of remote learning, are detailed in our Online Safety Policy.

OLA considers the following when planning live lessons:

 Organisation	 Participation	 Technology
<ul style="list-style-type: none">☑ Do school online safety policies (Acceptable Use / Safeguarding / Standards) reference online teaching?☑ How will personal data be managed?☑ Have staff access to school systems and data?☑ How will safeguarding be managed and have staff been trained?☑ Consider the location children join from and what can be seen and heard on screen.	<ul style="list-style-type: none">☑ Whilst clearly determined by age, setting tasks may be more manageable than timetabling lessons online☑ How will children be supervised and what are the expectations of participation and attendance?☑ What work will children be expected to do and when?☑ How will parents be contacted and involved?	<ul style="list-style-type: none">☑ Do staff and children have the necessary technology and access?☑ Who will provide technical support?☑ How will classes be conducted online, using what service / platform / tools / features?☑ Have the technology service terms and privacy statements been considered?

<https://swgfl.org.uk/assets/documents/safer-remote-learning-flyer.pdf>

In relation to the use of zoom/Teams video, it should be noted that:

- Pupils will be invited to join an online meeting by their class teacher at appropriate points in a run of weekly lesson tasks according to when these lessons occur in the school timetable. The invite will appear via e-mail or through a Teams notification.

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- Pupils and staff must sign up to the online meeting using their school e-mail address
- Where 1:1 online meetings are required, such as for individual music lessons or learning support, zoom meetings may be recorded for safeguarding purposes. Individual music teachers will communicate directly with parents on how they will organise the lessons and also to agree on a system that is going to keep all parties safe.
- Where zoom meetings are recorded, a pupil is able to turn off their video link so that their image does not appear. This is important for those pupils with photo restrictions. Any parent who does not wish their son/daughter's image to appear on any recording, should advise the pupils to turn off the video function at their end. Teachers will also be asked to clarify this with pupils at the start of any online session.
- Any recordings from online meetings will be stored in One Drive and then deleted at the end of the period of remote learning.
- We would advise that the initiation of an online meeting comes from teachers rather than pupils. However, it is at the discretion of the teacher whether they are comfortable to facilitate student's initiation of online meetings. Some students have found it helpful to initiate an online meeting with their teachers when they have needed advice. Pupils have valued this support. When invited to be part of an online meeting, the teacher is in control of the meeting. Any attempt to talk over/change the display/disrupt the lesson in any way will be noted and sanctioned accordingly. We expect the highest standards of behaviour from pupils, as we would in class. Unless otherwise agreed by the teacher, under no circumstances should anyone other than the teacher attempt to begin a class video or voice call. Inappropriate behaviour will be recorded and will result in sanctions.
- All pupils and staff must read the Responsible User Agreement for Remote Learning.
- We recognise that many pupils have personal computers in their bedrooms and this also provides a quiet space for them to work. In the circumstances of remote learning, we will allow pupils to join an online meeting from their bedroom, providing they are suitably dressed and are part of a group/class meeting. For safeguarding purposes, meetings may be recorded.
- We are conscious of the potential for limited devices in families
- The potential for screen fatigue is a pastoral concern which will require monitoring. Live video should be used as a tool to supplement learning, rather than being the primary teaching method. Pupils also need to have 'video-free' times when they can work independently.
- As stated previously, online meetings can be recorded and the audio sent through to pupils afterwards if pupils are not able to join at the anticipated time. This can be made available to pupils through Teams or by e-mail.

6. Reporting concerns

All OLA staff will act immediately (following our child protection policy and the processes set out in Part 1 of Keeping Children Safe in Education) if they have any concerns about a child or young person's welfare, whether the child or young person is physically in school or learning from home. Pupils are encouraged to speak up if they come across something worrying online. We have clear reporting routes so that pupils, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education. These are reflected in our child protection policy.

When reporting harmful or upsetting content, bullying and online risks, staff are referred to the following support:

Harmful or upsetting content

Get support on:

- reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#)
- reporting harmful online content to the [UK Safer Internet Centre](#)
- safeguarding from radicalisation, building resilience to extremism, and promoting shared values at [Educate Against Hate](#)
- your approach to dealing with [harmful online challenges and online hoaxes](#)
- handling the [sharing of nudes and semi-nudes](#)

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Bullying

Get advice on:

- [preventing and tackling bullying](#) to help schools and colleges create safe, disciplined environments where pupils are able to learn and fulfil their potential
- [preventing cyberbullying for head teachers and school staff](#) on how to protect pupils and students from cyberbullying and how to tackle it if it happens
- [preventing bullying including cyberbullying for parents and carers](#), including advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens
- bullying from the [Anti-Bullying Alliance](#) for children or young people who are being bullied

Schools may also wish to use resources such as [Tootoot](#) to provide a confidential route for pupils to report bullying or abuse.

7. Online safety advice for parents/guardians

Schools should encourage parents and carers to provide age-appropriate supervision for the internet use of the children and young people in their care. Amongst other things, this should include:

- talking to their children about not accessing age-inappropriate material on devices
- knowing who their children are talking to online
- setting up age-appropriate parental controls on digital devices

Internet filters should be used to block malicious websites. These are usually free, but often need to be turned on.

The following information will help parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe from online harm](#), which provides extensive resources to help keep children safe online and details of specific online risks, including sexual abuse, criminal exploitation and radicalisation
 - [support to stay safe online](#), includes advice on security and privacy settings, content blocking and parental controls
- Additional resources to support parents and carers to keep their children safe online:
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
 - [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
 - [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
 - [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
 - [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
 - [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
 - [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
 - [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services
 - [NSPCC](#) has advice on setting up parental controls, tips on how to talk to children about online safety, including the risk of sharing and receiving nude images and how to support children if they have seen something online that has upset them

During live lessons, the following guidelines are in place for staff:

- use neutral or plain backgrounds
- ensure appropriate privacy settings are in place
- ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones and cameras
- set up lessons with password protection and ensure passwords are kept securely and not shared
- ensure all staff, pupils, parents and carers have a clear understanding of expectations around behaviour and participation

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8. Use of cameras and recording

At OLA, having cameras on during a live lesson brings the following benefits:

- **Interaction:** Both for students and teachers it is really important to be able to see each other's faces for social interaction.
- **Engagement:** Having cameras on helps staff to gauge the level of engagement by pupils
- **Wellbeing:** Face-to-face interaction supports pupil and staff wellbeing

For cameras to be on, both staff and pupils must adhere to the OLA Responsible User Agreement:

- **Dress code** - important that students are appropriately dressed.
- **Location** - ideally students will have somewhere in their home away from others so they can concentrate so that siblings or other household members will not inadvertently broadcast to the class.
- **Microphones** - all microphones to be muted when pupils are not speaking
- **Appropriate sanctions**

Although there is no reason to record every single lesson, there may be times when recording is necessary, for example during 1-1 sessions. The alternative to recording is having more than one staff member on the call, which in some instances just won't be appropriate and could take away from the needed intimacy of a 1-1. OLA considers the following points in relation to recording;

- **Consent** - if the child is under 13, you will need their parents' consent to record and store that recording
- **If you are recording a lesson that is not 1-1 but recording for other students to digest later**- try recording only the teacher's screen/presentation rather than the whole class.
- **Check with your data protection officer** about where and how long you will store recordings.

9. Organisation of remote lessons and attendance

All pupils are expected to check-in with their tutor so that iSAMs registers can be completed for AM and PM attendance. Lesson-by-lesson registration will continue throughout remote learning, so that lesson attendance can be monitored. Where a pupil is not present and has no approved reason to be absent, an alert will be generated and sent to the relevant Head of Section. The student will then be contacted to obtain a reason for absence.

All staff are asked to adhere to the document '*10-point consistency in the use of Microsoft Teams for remote learning*'. This document sets out the structure for remote lessons (See Appendix 1). Pupils will follow their existing timetable for online lessons. In rare circumstances, a special timetable will need to be drawn up. If pupils are taught by a different teacher to their usual teacher, parents will be informed of these changes in advance of the remote learning period.

The Key aspects of our provision for all year groups is as follows:

- During each school day, pupils are expected to adhere to their normal timetable of lessons, as far as possible. They are expected to login to Teams each day within the hours of 9:00 and 4:00pm and complete each task as if they were in lessons in 'real time'.
- Once settled into the routine of remote learning, pupils will be required to take some responsibility for their learning on a day-to-day basis. If the task is not clear, they should seek clarification via Teams or e-mail communication. There are plenty of online revision tools available should a pupil run out of work!
- A list of online resources offered by companies during lockdown periods will be made available to pupils.
- If a pupil cannot attend a day's lessons, an e-mail should be sent to attendance@olab.org.uk. The office team will be supporting us in tracking attendance.
- If a pupil is unable to complete the work as they unexpectedly need to become a carer for other people in the home during this time please let us know as soon as possible using the email dsl@olab.org.uk

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- Break time (10.10-10:30) and lunchtime (12:30 – 2:00) are non-contact time for staff and pupils, however a degree of flexibility may be required.
- Tasks will be waiting for pupils to complete on each day for each lesson. The instructions will be clear as to what the pupil is required to do and marked according to the lesson (Maths, Monday P3, 23/3/20). In this way the pupil will easily be able to reference back to the work and task set.
- Work set will suit the length of a 40-minute lesson or 1h20minutes, if it is a double. Practical subjects have the option to set extended project tasks which may last longer than a 40-minute lesson and may need to be conducted outside of the allocated lesson time. This will be set at their discretion.
- Departments may decide to change the order of their Schemes of work to fit better with the remote learning experience
- Students are required to submit work for each lesson back to their teacher via Teams. Teachers can be e-mailed work only in exceptional circumstances. *Any submitted work must clearly show the pupils name, the date and the title of the work.*
- Teachers will continue to give Classcharts rewards for excellent work
- Any homework set will follow on from the lesson activity and seek to consolidate the work, assess understanding or extend learning.
- When setting tasks, teachers will take into consideration the needs of those with learning differences and seek to stretch and challenge more able pupils
- Staff will be following their normal timetables, and will be following completion of tasks in the background. They will be online during the school day and able to respond to any queries about work set, either through Teams, by e-mail or via an online meeting. They may not be in a position to offer live video every lesson as this is not deemed best practice. Face-to-face interaction via live video will be undertaken at an appropriate point in a run of lessons and such interfacing may have variable durations (from 5 minutes to ensure the class are set up with the task, to the full lesson going through an exam paper).
- Teachers will assess pupil progress, providing feedback to tasks submitted. Feedback will take the form of some comments submitted back to pupils on Teams.
- Heads of Department, Form Tutors and Heads of Section will oversee the work set within their Departments and communicate with staff about pupil progress
- Learning Support 1:1 lessons will continue via online meetings according to the timetable. Any resources to support learning (Numeracy, Literacy, Study tools) will be shared through Teams. The SENDCo and Head of Learning Support are available for specific advice about how to organise resources for home learning.
- If the lockdown occurs prior to a set of examinations, pupils should continue to prepare for exams, unless told otherwise. In the event that internal school exams do not take place as scheduled, normal timetabled lessons will continue.
- Staff will be able to make themselves available at key times during the day and will be reporting their own absence due to sickness through the normal school channels. We would respectfully ask for parent/pupil patience should a member of staff be temporarily unavailable to deliver a lesson due to illness. Wherever possible remote cover will be organised.
- Ongoing pastoral care will be provided by the Class teachers (Lower School) and Form teachers/Heads of Section (Senior). Tutors will be notified if a pupil is not regularly completing work, and this will be followed up to see if any intervention or guidance is required. Heads of Section will be in regular contact with Form tutors during the remote learning period.

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- In the event that computer access is severely restricted in households, Heads of Section will need to be informed that this is the case so that alternative provision can be provided. Any parents who are concerned that their own IT access or that of their son/daughter might be a barrier to online learning should contact the relevant Head of Section in the first instance or contact Dr Reynaert at: breynaert@ola.org.uk.
- We appreciate that it may not be possible, under difficult circumstances of remote learning, for parents to support their children as they normally would – so pupils should feel able to draw upon support from OLA when they need to.
- Pupils not regularly accessing online learning will be reported to the Section Head by the subject teacher, so that support can be provided.
- Pupils, Staff or Parents experiencing symptoms of the COVID-19 should follow the advice for self-isolation. Any confirmed cases should be reported to attendance@ola.or.uk

Communicating with parents, carers, pupils and students

Where education is taking place remotely due to coronavirus (COVID-19), it is important that OLA maintains professional practice as much as possible. When communicating online with parents, carers, pupils and students, OLA will:

- communicate within school hours as much as possible (or hours agreed by OLA to suit the needs of staff)
- communicate through the OLA channels approved by the leadership team
- use OLA email accounts (not personal ones)
- use OLA devices over personal devices wherever possible
- advise staff not to share personal information
- ensure parents and carers are clear when and how they can communicate with teachers
- ensure logins and passwords are secure and pupils understand that they should not share this information with others

Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

10. Extent of live video

Incorporating live video (Zoom or Teams video) into OLA lessons serves to enhance the lesson delivery. We believe that the most effective remote lessons incorporate aspects of both *synchronous* learning and *asynchronous* learning to varying extents. Staff will adopt the most appropriate combination for each lesson.

synchronous learning	asynchronous learning
At the same time	Work at own speed
Live communication	Communication when convenient
Less flexible	Freedom and flexibility
Meet at prescheduled times	Work beyond scheduled times

Our common approach is to use a percentage ratio of *synchronous: asynchronous of 50:50* (20m:40m:20m of video:independent:video). We found that this worked very well if the class was being taught fresh material and required significant teacher input into this learning.

However, all lessons vary in content and method of study required. We recognise that to achieve the most positive remote experience for all in our OLA community, this has to be a ‘sliding scale’ with the percentage ratio of *synchronous: asynchronous* depending on the needs of the lesson, the level of direct teacher input required and the manageability of screen time for pupils.

Examples of lessons where staff might deviate from the 50:50 model:

- *Where the work is self-explanatory and does not require a live video explanation.* Instead of using 10 minutes of the lesson to explain to pupils a task which they already clearly understand, time may be better spent with the pupils undertaking the task independently. Pupils are good at making it known in the Teams class when they do not understand. Teachers always monitor the chat during a lesson.

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- *Where the video element is best placed towards the end of a task when independent work has been completed.* Certain types of task ask for pupils to complete questions which are then gone through with the class teacher at the end of the lesson.
- *Where the work involves practice and reinforcement* and pupils need an extended period to work independently with shorter live video 'check-ins'.

11. Consideration of screen time

Throughout the period of remote learning, all pupils are reminded to learn the **"20-20-20" rule** to protect their sight. The advice is for pupils to look at something 20 feet away for 20 seconds, every 20 minutes they look at a screen. It is recognised that screen fatigue will vary by pupil/year and OLA will adapt its provision to suit the level of screen fatigue which will be dependent upon the year group and lockdown experience.

12. Connectedness and spirituality

All pupils will have

- One form session a week in the Senior School with form tutors (08:40-08:55). Form tutors will inform their tutees which day their form time will fall on.
- Two assemblies a week using the existing assembly rota and led by the Leadership Team and Section Heads.
- Two mornings where pupils are not required to login until 08:55.

During remote learning, pupils and parents must continue to use the *wellbeing tracker* in Classcharts to communicate wellbeing levels with OLA. This is a vital 2-way communication between families and OLA and is essential in helping us to track pupil welfare. When the wellbeing button is clicked, a notification goes to the pastoral team, who then notify form tutors and/or section heads of any lower wellbeing scores. The pastoral teams then have the information they need to support pupils and form tutors can arrange ad hoc 1:1 catch-up sessions, where they are deemed beneficial.

13. Opportunities for exercise and stretch breaks

Going from one lesson straight into another during remote learning can mean that pupils remain seated for large chunks of the day. We would encourage pupils to move around as much as they can during the day and some of the initiatives suggested here are designed to facilitate this.

- **a 'stretch break' is built in between lessons** for remote learning periods only. In the stretch break, pupils are strongly encouraged to 'stretch their legs' and move away from the computer. Activities such as walking up and down the stairs a few times, carrying out a few simple exercises or walking around the house, all work well.
- **Varied opportunities for exercise.** Pupils should ensure they have some form of physical exercise during a school week, even if it just a walk around the garden if they are self-isolating. Exercise has been proven to help mental wellbeing. During extended lockdown periods, physical activity tasks will be set by the PE teachers to help facilitate this. The fitness and skills content of the PE and Games curriculum time, for all year groups, has been carefully tailored specifically for remote learning periods and we would encourage all pupils to engage in the varied programme of activities on offer. We recognise that whilst families are working from home, the opportunity to engage in family exercise or to get some fresh air before darkness falls is important. Wherever possible OLA will take this into account in its remote learning planning.

14. Wellbeing afternoons

At certain points in the lockdown period, OLA will provide a wellbeing afternoon for pupils. For older exam year groups, this may involve an opportunity to engage in some independent work. For younger year groups, popcorn/movie afternoons and virtual picnics have proven popular. The purpose is to provide some respite from screens, to enable pupils to engage in social time with friends and to provide an afternoon of fun away from the pressures of learning.

OLA will provide wellbeing and mental health resources for both parents and pupils during periods of remote learning, in order to support families in our community during these difficult periods.

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For any pastoral or safeguarding concerns – please contact the Assistant Head (Safeguarding/Pastoral), Mrs Sharkey on her e-mail (dsl@ola.org.uk) or directly on 07788 292122.

15. Consideration of extent of homework

Homework is designed to reinforce learning done within class and, as such, should help pupils progress within subjects. The most meaningful homework tasks in lockdown are inevitably screen-based, but this adds to the amount of screen time for our younger pupils and forces them back to their screens in their evenings. In addition, many pupils spend time finishing off classwork towards the end of the day.

At certain points in the lockdown period, it may become necessary to balance pupil welfare, workloads and academic progress and remove or restrict homework for a limited period of time. In such cases, classwork will be set that provides a suitable level of challenge and extension for those pupils who may wish to continue their learning after 4pm. Past experience tells us that this approach does not hinder the progress of pupils in their subjects. In fact, if the workload is more manageable, it can have the opposite effect of tasks being completed to a higher standard and with a better level of understanding.

16. Blended learning for pupils self-isolating

If OLA is operating as normal for on-site learning and there are pupils self-isolating, we will provide remote learning with live lessons wherever possible. At the start of every day, pupils are expected to login from home to their Microsoft Teams account using the login details that they were provided with.

- Work will be set for each lesson, which matches the work being done in class. The work will be set on MS Teams as an assignment within the Teams class. Teachers will make sure that the instructions are really clear so that pupils do not need to ask you too many questions about the task. If pupils need to ask a question, then they can use the 'post' area to do this. If the teacher is teaching the remainder of the class, it may take them a few minutes to get back to the student with a response. Teachers will include any resources they students may need for the task. If it is your homework night, you may be set a homework task too.
- The class teacher will set up a video call to enable the self-isolating student to join the class 'live'. There are three ways that this may be done:
 - Your teacher may set up an *instant call* – you will see a call alert notification pop up on your screen, with an option to join the meeting. You can join the meeting from this notification.
 - Your teacher may *schedule the video meeting* beforehand. You will be able to find this meeting, by clicking on the CALENDAR icon in the left-hand blue bar. When you click on the meeting, it will give you a JOIN option. Click on JOIN to enter the meeting. Your teacher will then deliver the lesson via this call, instructing you about what to do.
 - Your teacher may ask a friend from class to set up a Facetime call so that the student can join the lesson

NB: Please note that for some lessons, the pupil may not be able to access all aspects of the lesson. For example in subjects where the white board is used predominantly (eg: Maths), the teacher's computer may not be in a position for the screen to be viewed by the pupil on the video call. Every effort will be made to adjust the provision so that the lesson is fully accessible.

17. Remote learning and SEND pupils

[Remote education for children and young people with SEND](#) (Gov publication- March 2021)

- Careful selection and sequencing of curriculum content is the essential starting point for providing remote education. This means really focusing on the most important things for children and young people with SEND to learn.
- Structure, routine and consistent support continue to be important for many children and young people with SEND. However, the flexibility of asynchronous approaches to remote education is really helping some children and young people with SEND to learn and make progress.

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- Effective communication with families and carers is crucial. Strengthening relationships with parents and carers and giving them the knowledge and practical help, they need to support their child's learning has had a positive impact and may have longer-term benefits
- We know that the disruption to essential education, health and care services has had a huge impact on children and young people with SEND, with some in the clinically vulnerable category

18. Personal data and GDPR

OLA continues to follow guidance on data protection and GDPR (as outlined in the [data protection toolkit for schools](#)). When managing personal data, OLA needs to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely
- providing or making available sufficient information to data subjects, pupils, student, parents and carers to raise awareness about the personal data captured during lesson recordings, particularly where cameras are switched on

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Appendix 1: 10-point consistency in the use of Microsoft Teams for remote learning

During remote learning, the following consistent standards for setting work will be adhered to. This will ensure that parents and pupils all have a similarly positive experience.

1. All lessons are expected to have a synchronous and asynchronous element to them

synchronous learning	asynchronous learning
At the same time	Work at own speed
Live communication	Communication when convenient
Less flexible	Freedom and flexibility
Meet at prescheduled times	Work beyond scheduled times

- Classwork in which a **pupil submission is required**, should be set as an assignment in Teams. If work does not require a specific submission, it can be posted in the 'posts' area.
- Classwork and homework must be set separately from each other**, using consistent labelling. This is because pupils may finish classwork and homework at different times and it allows work flow to be managed better.

CLASSWORK: LESSON x , TOPIC y, Date set

HOMEWORK: LESSON x, TOPIC y, Date set

4. Sufficient work should be set for the duration of the lesson, considering the following:

- Some of the lesson will involve live teaching where pupils are not working independently
- Where independent tasks require completion, sufficient time is made available for this
- Work should provide a suitable level of challenge and extension

During remote learning lesson timings are adjusted to give pupils and staff a 5 min 'stretch break' between lessons. Please finish your lessons with a reminder of the stretch break. Pupils should also be reminded of the **"20-20-20" rule** to protect their sight. The advice is for pupils to look at something 20 feet away for 20 seconds, every 20 minutes they look at a screen.

Period	Start	End
1	08:50	9.25
2	9.30	10.10
BREAK		
3	10.30	11.05
4	11.10	11.45
5	11.50	12.30
LUNCH		
6	2.00	2.35
7	2.40	3.15
8	3.20	4.00

- Pupils should submit work back via Teams** (and not through a one drive shared doc/e-mail). **Specific feedback should be given to the pupil for task submitted** (the use of rubrics is recommended)
- Any live video call should be made through ZoomBot (Zoom within Teams) or Teams video.** For security, Zoom should not be used as standalone software outside of Teams. Pupils must have their video on (unless exempt)
- Staff can choose the most suitable level of live video time**, using a 'sliding scale', with the ratio of *synchronous: asynchronous* depending on:
 - the needs of the lesson and the level of direct teacher input required
 - the manageability of screen time for pupils.
- All staff are expected to use the Teams Data Insights** to monitor pupil engagement. The app enables staff to:
 - Observe engagement across multiple classes; Observe specific activity per class
 - Track student behaviour/individual habits; Track student online activity/inactivity
- Staff will use Classchart points for praising remote work**
- Staff will be prompted to update the Teams App regularly** for the latest tools.

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Appendix 2: Online Remote Learning Responsible User Agreement (for Lower and Senior)

Expectations and requirements during temporary closure of school or year groups working online

- ✓ I will only use technology for school purposes as directed by my teacher
- ✓ I will only use my oia e-mail address to access technology such as Zoom/Teams video etc
- ✓ I will not pass on Zoom codes or Teams meeting codes to anyone outside of OLA
- ✓ I will only use technology when there is an adult in the house and they know I am using it
- ✓ I will not reveal my passwords to anyone
- ✓ I will be responsible for my behaviour and actions when using technology, including the resources I access and the language I use
- ✓ I will make sure that all my communication with students, teachers and 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 teacher, a parent or the pastoral team
- ✓ I will not record/take photos/screenshots of my classmates or teachers during video sessions
- ✓ I understand that when using applications provided by the school that my use can be monitored and logged and be made available to my teachers
- ✓ I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted
- ✓ I understand that Zoom and Teams video is an extension of the classroom and that I should conduct myself as I would in a classroom environment. This includes:
 - *Taking part in online meetings in an area that is safe, quiet and free from distractions*
 - *Being on time for the virtual meeting*
 - *Being dressed appropriately for learning*
 - *Remaining attentive during sessions*
 - *Being engaged in the class activities and avoiding distractions*
 - *Not changing/fiddling with your background in the online meeting*
 - *Not eating or dealing with animals/pets during lessons*
 - *Responding to questions (where I am able to)*
 - *Interacting patiently and respectfully with your teachers and peers*
 - *Not recording each other's online interactions*
 - *Finishing the session when your teacher instructs you to do so*
 - *Muting yourself upon entry to the online meeting*
 - *Having your video on (where appropriate), so that the staff member can interact with you and check your attendance*
 - *Interacting appropriately with others in the chat*
- ✓ I understand that if I change my online Zoom /Teams video name to something that cannot be recognised by your teacher eg: 'blaster', you will not be allowed to enter the meeting and your request to join will be declined. This is for important security reasons.

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Appendix 3: Remote Learning - Frequently Asked Questions

How will OLA know if I'm doing any work?

Form registers and lesson-by-lesson registers will continue to be taken as normal throughout the period of remote learning. If a student is absent without good reason, absence alerts will be sent from the teacher to the Head of Section, who will follow-up. The Attendance Officer will be able to monitor attendance and will contact the Head of Section directly if patterns emerge. Furthermore, your teachers will expect evidence of work, as they do in class. If work is not being completed, teachers will contact the Head of Section and/or the Pastoral team.

What if I have technical issues?

All technical issues should be redirected to support@planet-it.net where one of our IT engineers will help. Teaching staff will not provide be able to provide specific IT advice. Any queries relating to academic work should be directed to your Head of Section.

Do I have to complete lessons according to my normal timetable?

Years 3-6: Resources/activities will be available on Teams. Pupils will be expected to complete activities in key curriculum areas they would be used to on any given day.

Senior Years: Your teacher will set sufficient work on a daily basis and you should try to complete work on the day of your usual lesson to ensure continuity.

How will teachers set work for practical subjects?

You should log into Teams to check for tasks set in practical subjects according to your timetable schedule. Subjects such as Food may ask you to purchase ingredients before the lesson. If this is the case you will be notified on Teams well beforehand. Some subjects may not set work to be completed within your 40-minute lesson slot. They may set a wider week-long task that can be planned around your family home life.

Will I have to print work from home?

Work should be completed as you would usually do so for homework. This is likely to be in exercise books or folders or uploaded onto Teams as a word or PowerPoint document. The need to print documents will be kept to an absolute minimum.

What if I have a question about the work set?

In the first instance you may wish to discuss with your class via Teams chat to find a solution. If this does not work, then you should contact your class teacher via the Teams chat or by e-mail.

What if I have worries or concerns about the well-being of myself or one of my friends?

There is plenty of support available, so please do not hesitate to get in touch. Please use the wellbeing tracker on Classcharts to indicate your current feelings/mood. This will prompt your tutor or Head of Section to get in contact with you. You can also contact your Form Tutor/Head of Section or you can contact Mrs Sharkey, Assistant Head (Safeguarding & Pastoral) or Mr Allen, Assistant Head (Operations & Mental Health) or Dr Reynaert (Deputy Head).

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Appendix 4: Year Group planning

Lower School Years 3-6

- **Class teachers will be setting tasks via Teams** to engage and support student learning during a period of closure. Pupils should login to Teams via their school account.
- **These tasks may include any/all of the following and can be done online or in exercise books:**
 - Wakelet collections of resources
 - Purple Mash tasks
 - PowerPoints
 - Numbots, Spelling Sheds, Times Table Rock Stars
 - My Maths activities.
- **Pupils will be invited to join 'daily check-ins'** via an online meeting with their class teacher. This will be a minimum of once a day. These zoom meetings will be organised into Key Stage slots and these times will be communicated.
- **Access to links and resources will be set (as above)** but in the event that whole households are in isolation, there may be increased pressure on devices at home, parents should communicate their situation directly to the class teacher.
- **All pupils will be bringing home some hard copy resource packs, their normal classroom exercise books or blank new books.**
- **Pupils, via their parental zoom login, will be invited to join 'daily check-ins'** via a zoom meeting with their class teacher. This will be a minimum of once a day. These zoom meetings will be organised into Key Stage slots and these times will be communicated to you.

Senior School - Years 7 -U6

- **Class teachers will be setting tasks on Teams** to engage and support student learning during a period of closure. In some Departments, the task of setting work may have been centralised and delegated to a staff member.
- **Pupils are expected to submit work back to the teacher** at the end of each task. Work should be submitted via Teams.
- **Written Feedback/grades will be given** on the work submitted via Teams.
- **Pupils will be invited to join an online meeting** at appropriate points in a run of weekly lesson tasks according to when these lessons occur in the school timetable. Pupils can access the link for these online meeting within Teams.
- During the current pandemic, all pupils are advised to take home their textbooks and exercise books prior to a holiday period.
- In the event that pupils have no access to a computer, **work should be done in exercise books**. A scan/photograph of this work could be taken and uploaded onto Teams using the submit button.

Extension tasks:

- **Reading lists for years 7 – 9.** These lists will be sent out in one single document, under the headings: 'excellent stories', 'confident reading' and 'confident reading with mature themes'. This is so both strong and weak readers from each year group have the freedom to choose from all lists, rather than being limited to the list assigned to their year group.
- **Years 10-U6:** Individual staff will set their own extension tasks. <https://www.futurelearn.com/> Futurelearn offers a broad range of enriching courses to enhance learning. It is free to sign up.

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