THOMAS HARDYE SCHOOL

Online Teaching and Learning Policy

Adopted By:	Headteacher
Signed:	
Date:	20/01/2021
Review Date:	19/01/2023

**Thomas Hardye School
Online Teaching and Learning Policy**

1. Aims and Scope

In the event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of online learning.

- THS will deliver five hours of online education per day across all key stages as set out in government guidance.
- THS will use the Microsoft Teams platform to deliver our online learning.

The school aims to ensure that teaching and learning continue as effectively as possible during a period of partial or extended closure. Whilst our normal policy and procedures will help us to ensure high educational standards, during these periods we will need to amend plans to ensure the workload is manageable for staff, students and families. As always, we are committed to working in partnership with all stakeholders and members of our community.   We know that online learning is not an easy task and can sometimes be a source of frustration in what are already difficult times.   We cannot emphasise enough to students and parents the importance of reading regularly.   Above everything, this will have the biggest impact on a student's ability to 'pick up where they left off' when they return to school.

Online learning is most effective when it involves a blend of approaches, both synchronous (eg live lessons) and asynchronous (eg pre-recorded material).   Too many live lessons can place unnecessary and significant pressure on students and their families who don't have the necessary technology at home to run them.   Many of our families lack the space and internet speeds required for several children to participate in live lessons simultaneously.   Our own experience of delivering online learning, along with research from the EEF (Education Endowment Fund) and Ofsted, suggests that the most effect approach to online learning is a combination of live sessions and 'pre-recorded' tasks.   This approach has been shown to maximise student access to online resources, engagement and learning outcomes.   This rationale underpins the school's online learning protocols outlined in section 3 below.

2. Roles and Responsibilities

2.1 Teachers

Teachers are expected to:

- plan and deliver a blend of 'live sessions' (synchronous) and pre-recorded material (asynchronous) as outlined in section 3 below.
- plan and set assignments so that that pupils have meaningful and ambitious work each day in line with the school curriculum and their school timetable.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised.
- provide frequent, clear explanations and modelling of new content via synchronous or asynchronous methods or through high quality curriculum resources, and/or live streaming/pre-recorded videos.

- adapt lessons according to the needs of all students, including those with SEND, so that all students have the opportunities to meet expectations. Liaise with teaching assistants linked to students with EHCPs or the SENDCo to ensure work is meeting the needs of the student.

- assess how well pupils are progressing through the curriculum, using questions and low stakes formative assessment.

- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

- respond to communication from students, parents and teachers, but only within usual school working hours.

- Provide regular feedback in line with school and subject area assessment policies, returning it to students electronically.

- track and monitor engagement with online learning, reporting those students who fail to complete work frequently to the college teams to investigate further and instigate parental contact.

- In the event of a full closure, track attendance of 'live lessons/events', reporting those students who fail to attend to the college teams.

- recognise and praise excellent effort or work.

- continue to look out for signs that a child might be at risk and deal with any concerns as outlined in the safeguarding policy.

- maintain professional conduct during live streaming. This includes adhering to the school's live learning safeguarding guidelines and maintaining professional language and dress during live lessons.

2.2 Curriculum/Subject Leaders (CLs)

In addition to their teaching responsibilities, CLs are responsible for:

- considering whether any aspects of the school curriculum need to change to accommodate /enhance the effectiveness of remote learning and adapt as necessary

- quality assurance of remote learning provision via Teams to ensure all work set is appropriately challenging and consistent;

- working with senior leaders to make sure work set remotely across all subjects in their faculty is challenging and consistent.

- monitoring the remote work set by teachers in their subject – including the quality and frequency of assessment and feedback.

- Monitoring student engagement with online learning and contacting parents of any students who cause concerns. CLs should report any students causing significant concerns to college teams.

- sharing of best practice and resources that improve the effectiveness of remote teaching.

- encourage collaboration and sharing of resources to reduce staff work-load.

- Liaising with their subject team to monitor and support staff wellbeing.

- setting work in the event a teacher is unwell during a period of remote learning.

2.3 College leaders/teams

In addition to their teaching responsibilities, college leaders / college teams are responsible for:

- Liaising with curriculum/subject leaders to monitor student engagement with online learning
- Liaising with the parents of any students who are failing to engage with online learning across several subjects and putting intervention strategies in place
- Liaising with their tutor team and parents to monitor the wellbeing of students in their college and providing support as necessary
- Monitoring students' access to the necessary technology to support online learning at home and providing support as/where possible

2.4 Senior leaders

In addition to their teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school – Tim Ennion (tennion@thomas-hardye.net)
- monitoring the effectiveness and quality of remote learning, through regular meetings with subject leaders, college leaders and teachers and through student and parent feedback via surveys.
- monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- quality assuring the remote learning provision and effectiveness of teaching and learning.
- liaising with their linked subject areas and colleges to monitor and support staff wellbeing.
- ensuring all students have access to remote learning. Parents should contact the appropriate college leader for further support.
- maximising access to technology, particularly for disadvantaged pupils. THS has received and distributed its full allocation of 66 government laptops. These have been distributed to eligible students. For enquiries regarding internet access and data support please contact the appropriate college leader.
- ensuring all SEND students have full access to the curriculum. We recognise that some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those students. Please contact Claire Noble (cnoble@thomas-hardye.net) for further details and support.

2.5 Designated safeguarding lead (Jon Dean - jdean@thomas-hardye.net)

Designated safeguarding leads are responsible for:

- coordinating action on safeguarding students and promoting the welfare of children in the school/and at home when learning remotely.
- ensuring that all staff know who the DSL is and who acts in his absence

- ensuring all staff follow the school's live learning safeguarding protocols (available on the school portal)
- ensuring that all staff are aware of their responsibilities in being alert to the signs of abuse, particularly in relation to remote learning and of their responsibility to report and record any concerns.

2.6 IT support team

IT support team is responsible for:

- ensuring the effective operation of the school's online learning systems
- advising the SLT on the most effective technological online learning solutions
- resolving issues with Office 365 and other problems arising linked to remote learning access or blended learning systems.
- reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.7 Students and parents

Assuming that a student is healthy and well enough to work, students will be expected to:

- participate as fully as possible in the remote learning process, attending relevant live lessons/events, completing independent work, and submitting assignment tasks promptly and to the best of their ability.
- read and respond to communication from the school (eg, an email from school staff) on a regular basis.
- behave appropriately during live lessons, in line with expectations outlined in the school's behaviour policy and 'live lesson' protocols.
- be contactable during the school day – although consider they may not always be in front of a device the entire time
- seek help if they need it from teachers or teaching assistants via Teams
- alert teachers via Teams/e-mail if they're not able to complete work
- alert tutors or guidance leaders where there are issues around their well-being or mental health or that of another student.
- alert their teacher/tutor or Designated safeguarding lead about any safeguarding issues.

Staff can expect parents of children learning remotely to:

- make the school aware if their child is ill or self-isolating or otherwise can't complete work
- make the school aware if their child has no access or limited access to IT devices and/or the internet and THS will seek to support however possible.
- seek help from the school if they need it, eg academic support, mental health and well-being support.
- help them to organise and structure their day and where possible, ideally finding a quiet place to work without distractions.

3.0 Protocols for Teaching and Learning in the event of a student/s isolating, a partial or a full school closure

Online Learning Protocols – Summary

Scenario	Student	Teacher
An individual student is well at home self isolating	Continue to complete learning independently via Teams	The subject area should have sequences of work available on Teams for individual students to complete
An individual member of staff is well but self isolating	Continue to complete work in school as set by the teacher	Cover work should be set as normal
A cohort of students is well but in self isolation	Continue to complete learning via Teams. This will include a blend of uploaded resources, recorded lessons and live lessons	In school and available live on Teams for at least part of each lesson. Full learning sequences should be immediately available on Teams and should primarily include recorded content (eg Loom or narrated powerpoints). Each student should have at least one full live lesson each week in your subject.
Full or local lockdown where the school is closed	Continue to complete learning via Teams. This will include a blend of uploaded resources, recorded lessons and live lessons	At home and available live on Teams for at least part of each lesson. Full learning sequences should be immediately available on Teams and should primarily include recorded content (eg Loom or narrated powerpoints). Each student should have at least one full live lesson each week in your subject.

TME   January 2021

Amendments
01/2021: New Policy