Manor High School

Excellence - Inspiration - Resilience - Respect

Remote Learning Policy

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1. Online and Remote Learning

Online learning is always an area of rapid development and infinite possibility, therefore the school will make the best endeavours to adhere to this policy and guidance.

Through a blended approach, Remote Learning can support and enhance the teaching and learning that takes place in school.

Online and Remote Learning can provide continuity of education to learners in the event of an extended period of full or partial school closure.

2. Educational Rationale

- The school is committed to a high-quality provision of online learning
- Online learning provides continuity of education in the event of school closure
- The school is developing its provision of online learning to supplement and support pedagogy
- Online and Remote Learning can provide an additional level of accessibility for learners

3. Forced closure or cohort isolation

In the event of a school closure, the school is committed to providing continuity of education to its learners through a process of remote (online) learning.

Extensive Remote Learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This would apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior

agreement with the school, to absent their child from school 'as a precaution', against official

guidance, in the event of an outbreak of infectious disease.

It remains the responsibility of the parents to ensure the child is present at school for their learning.

4. Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's Standards and Progress Leader/Assistant Pastoral Leader. This work may not necessarily be the same as work completed by learners in school.

Though every case may be unique, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will be provided to learners in this way as long as there is an agreed absence lasting more than three working days.

If a significant number of learners are absent from school, but the school remains open, the school will decide whether the method of Remote Learning operated will take the form outlined here, or as outlined below.

5. Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teachers, with the ability of learners to ask questions online (via email, Teams or Showbie discussions if the teacher deems this appropriate)
- The setting of work that learners complete, written responses (if relevant) completed electronically and submitted to the teacher either through Class Charts or Showbie or via email.
- Learners and teachers are expected to have access to the internet whilst at home. The school recognises that families may not have access to printers and therefore, will not expect the printing of material.
- The school will seek to support students and families who are deemed vulnerable through making applications for government schemes in order to try to help these students access any devices. (applies only for Year 11 in the academic year 2025-6 as Year 7-10 all have 1-2-1 ipad access).

The primary platforms the school will use to deliver continuity of education are:

- Microsoft Teams
- Class Charts
- Showbie

Individual departments may use other platforms to direct students to subject specific content. However, the primary methods used will remain the same.

The extent to which different methods of instruction are employed will be influenced by the length of school closure and the ability of both learners and teachers to participate in Remote Learning. The school reserves the right to vary the range of methods used to provide Remote Learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience as education professionals.

6. Live sessions

Where appropriate and relevant, in times of extended school closure, subject areas will arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). Microsoft Teams will be the platform used to deliver live sessions. Staff have had appropriate training to use this platform and this will form part of their induction programme upon appointment.

Microsoft Teams is a platform that allows for resources to be shared, teachers to provide

exposition, and learners to ask questions in 'real-time'. Learners will be provided with details of sessions, and will be expected to participate in them if they are asked and able to. A register for the sessions will be taken, and unauthorised absences will be followed up by members of pastoral staff.

Live sessions are particularly helpful as they help communication, learners' ability to ask questions

and to respond to teachers' questions via the conversation functionality in Microsoft Teams.

Learners must use their school email address to avoid any issues regarding safeguarding and GDPR. There will be no expectation for parents/carers or learners to provide their own email addresses for use. Staff must also use only their school email address.

7. Assessment

Providing timely and helpful feedback is a cornerstone of good learning and teaching. Whilst Remote Learning may make this more challenging, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ Remote Learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as in school. Teachers 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:

- 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
- Using the "Comments" function on Class Charts.
- Use of voice notes/ whole class feedback using iPads.
- Verbal feedback through Microsoft Teams.
- Sending specific feedback and targets via email.

8. Expectation of learners

Assuming that learners are healthy and well enough to work, they will be expected to participate as fully as possible in the Remote Learning process. This includes participation in relevant live sessions, completion of independent work, and prompt submission of assessed tasks, fulfilled to the best of their ability. Learners are expected to read and respond to communication from the school (e.g. emails) on a daily basis.

Pupils should ensure that, in addition to completing the tasks promptly, they 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. If there are questions about a learner's overall workload (e.g. a pupil feels they are overwhelmed or falling behind), these should be directed to the pupil's Form Teacher.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. The Pastoral Team will support those students that experience any issues with resources, as far as is possible.

The school does not expect pupils to have access to specialist equipment that would usually be provided (e.g. Science or Art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home.

The school expects that parents have Internet access at home to access Remote Learning resources, but teachers will make no presumption of the learner's ability to print at home.

9. Expectations of teachers

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 learners' work. For example, the frequency of substantive tasks set, and the regularity of written assessment provided will differ from one subject to another. This will differ from subject to subject. A schedule of when work will be placed on Class Charts and Showbie will be planned by each subject area. It may be that it is not always the learner's specific teacher that sets the work. This schedule will be shared with learners and their parents.

In order to achieve a consistent approach, Curriculum Leaders are responsible for both supporting staff and quality assuring the nature and frequency of tasks set and assessed within their subject areas. This will be monitored by Deputy and Assistant Headteachers. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event of teacher illness during a period of Remote Learning, it is the responsibility of the Curriculum Leader to ensure work is set to her/his classes. Should it be the Curriculum Leader who is unwell, a subject specialist with delegated responsibility will assume this role.

If parents ask for additional work beyond that set as part of the requirements above, subject areas will have a bank of general resources/sites available and will point pupils and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of Remote Learning, they will consult their line managers or the ICT Support Team.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners and parents. Staff should ensure their communication with learners and others does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 5.30pm, although responses should be made to electronic messages within one working day in normal practice. 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 email addresses or via school telephone and not through personal accounts or other websites.

10. Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is adapted as required for all learners when setting online tasks. Learning plans are in place for SEND pupils. These give support, advice and strategies.

Advice can be sought from the SENDCo.

In addition, the SEND Team (as directed by the SENDCo) will maintain contact with pupils requiring regular support, by email or phone with parents/learners and feed back to teachers if required. All communication, where possible, will be conducted by the SEND Keyworker.

As far as possible, the interventions outlined in the EHCP will continue, although possibly in a different format. In the event of an intervention not being possible, this will be communicated to the parents.

SEND risk assessments will be adapted in the event of online learning taking place.

11. Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents/carers. However, Pastoral leaders and/or form tutors will check in regularly to monitor both academic progress and their general wellbeing. They will support subject teachers and Curriculum Leaders to monitor engagement with Remote Learning and support all students with any pastoral issues that may be barriers to learning.

Should teachers contact home, they will be expected to pass on feedback to the Pastoral Team, particularly if there are concerns or a lack of communication.

The Pastoral Team will identify the most vulnerable students and maintain regular contact in order to support or provide interventions with learners. They will use Microsoft Teams or via telephone to facilitate this. Home visits will continue as and when required.

12. Safeguarding during a school closure

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

The school will continue to adhere to the latest version of Keeping Children Safe in Education Guidance at all times.

The school will adapt, where required any risk assessments based on vulnerability and safeguarding.

The school will continue to log concerns and disclosures on CPOMs. The normal procedures will be adhered to regardless of the students being in school or learning online.

Students are guided and supported with online safety.

Appendix 1

Student Virtual Classroom Expectations

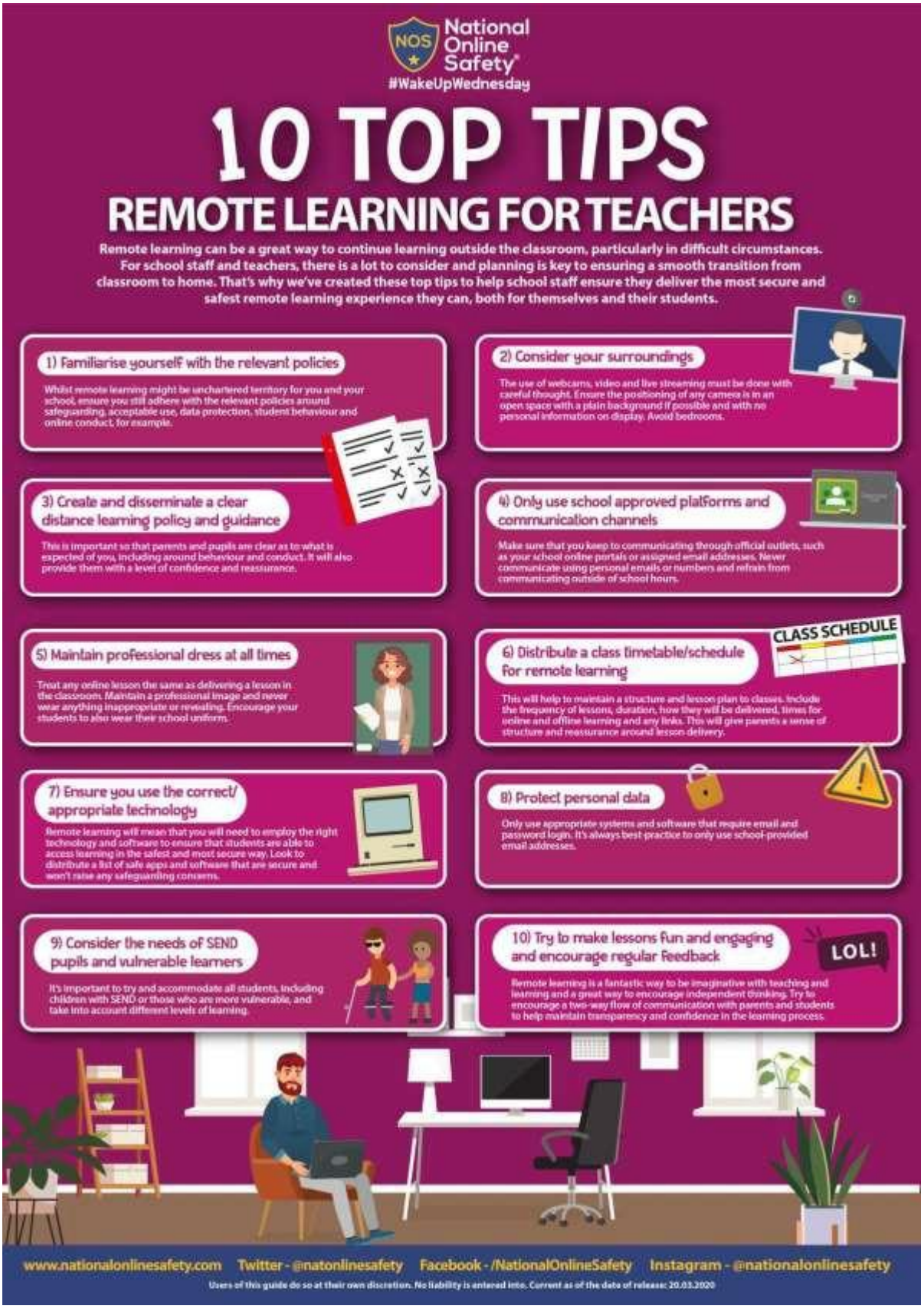
- This is a virtual classroom, and Manor High expectations should be adhered to at all times.
- SLANT, SHAPE and STEPS all apply as normal as per classrooms.
- Attendance at sessions is not voluntary, attendance is expected, as it is in school. Any illness or other issues should be discussed with school and your teacher and form tutor A register will be taken every day and calls will be made home in the morning for any absent students in the interest of their safety and learning.
- Students are 'attendees' on Microsoft Teams.
- Students should be punctual at virtual classroom sessions, as expected when in school.
- Microphones must be muted unless directed otherwise by the teacher.
- Webcams must be off at all times.
- Students should be in a populated place such as a sitting room or kitchen during the meeting and preferably not in their bedroom.
- Appropriate clothing should be worn. Sleepwear is not appropriate, for example.
- Students should use the hands up feature to contribute or ask questions.
- Students should use standard English in any chat facility and use it for communication about learning only.
- Students should not attend or invite anyone to meetings that they have been invited to other than those organised by a member of staff.
- Students should leave the meeting when instructed to do so by the teacher.
- It is expected that work is completed during sessions in the same way it is in classrooms.

Appendix 2

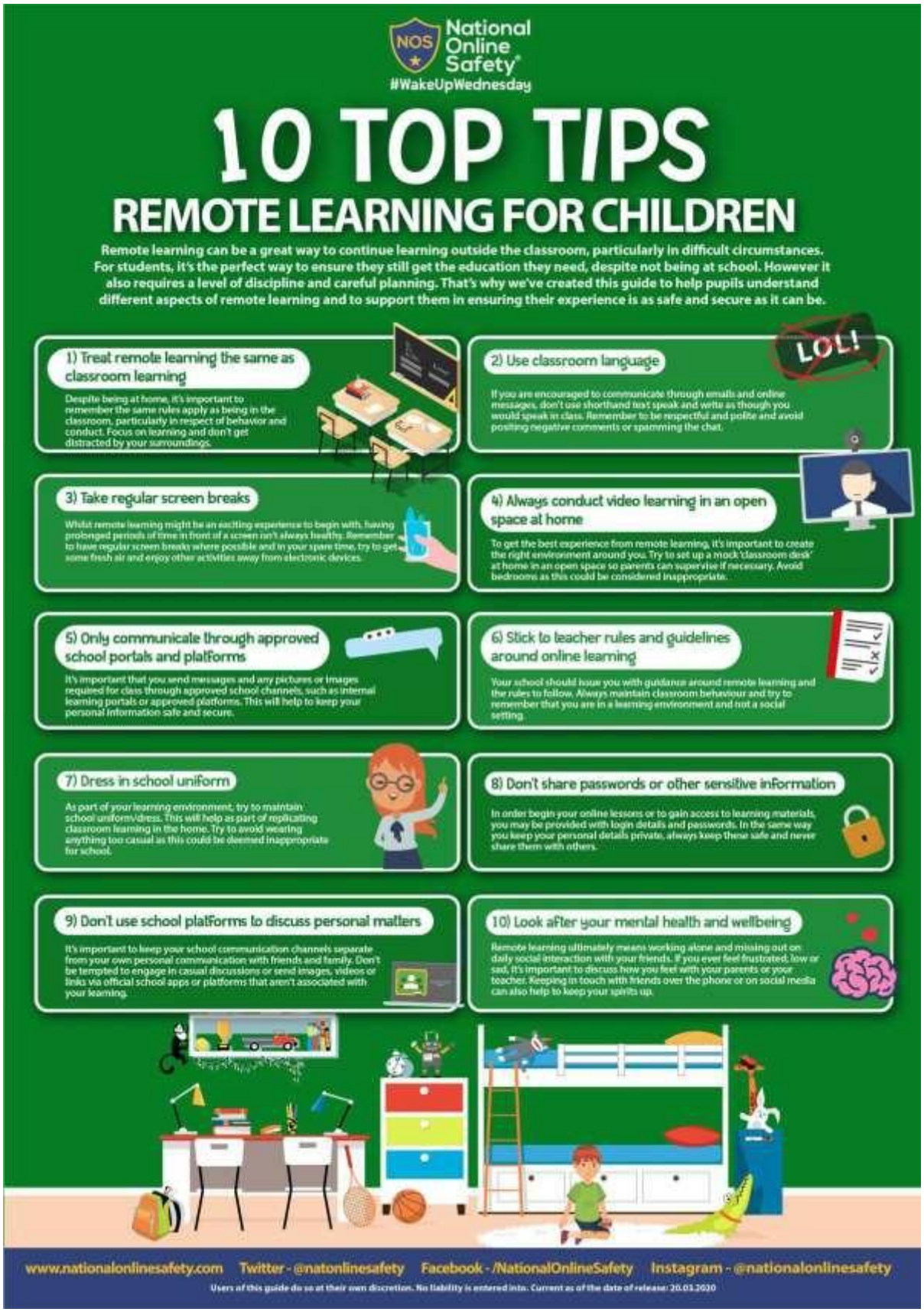
Microsoft Teams Guidelines for Staff delivering Online Learning:

- A register of attendance should be taken, and any students absent must be followed up, and reported to the Pastoral Team.
- Ensure that students have turned off their webcams. This is for your safety and theirs.
- Students should also have their microphones muted unless directed by you.
- Ensure that students are directed to be in a populated place such as a sitting room or kitchen during the meeting and preferably not in their bedroom.
- They should be appropriately dressed- no sleepwear.
- Don't record the meeting unless you have specific permission from ALL parents. This should be given in writing prior to the meeting.
- If you decide to share what is on your screen, please ensure that no data or student details are there.
- As normal, safeguarding concerns must be raised with the DSLs adhering to the normal procedure using CPOMs.
- If in school, your webcam and microphone should mainly be on. There are times when using other visual stimuli that this may not be required.
- Follow the instructions in the tutorials sent by ICT Support and use only school email addresses for staff and students.
- If students are having issues, direct them to contact ICT support.
- Students should not be permitted to be in meetings without a member of staff present.
- Ensure that the Student Virtual Classroom Expectations are clearly displayed in every Microsoft Teams Invite sent to students.

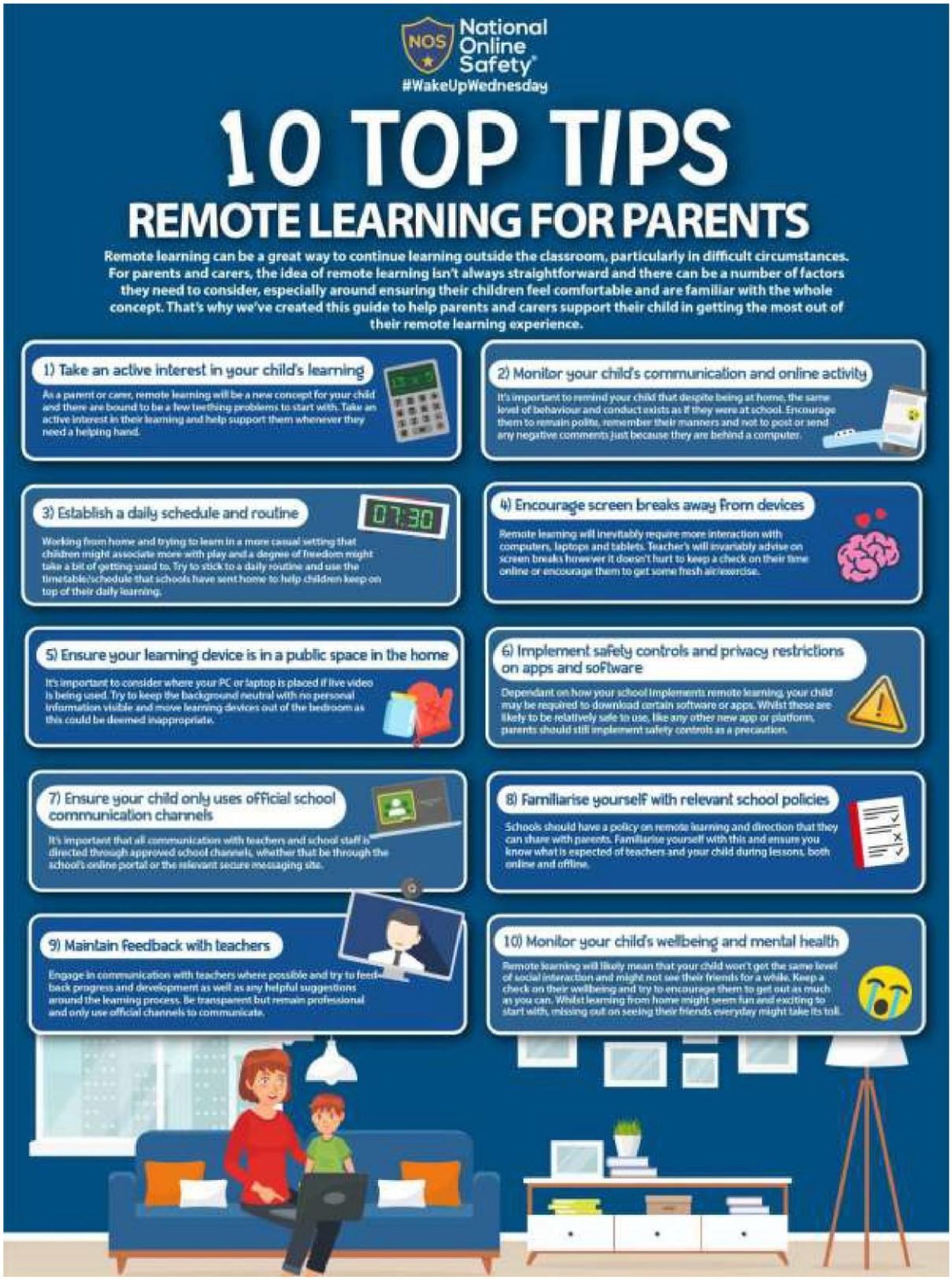
Appendix 3


National Online Safety
#WakeUpWednesday
10 TOP TIPS
REMOTE LEARNING FOR TEACHERS
Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For school staff and teachers, there is a lot to consider and planning is key to ensuring a smooth transition from classroom to home. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote learning experience they can, both for themselves and their students.
1) Familiarise yourself with the relevant policies
Whilst remote learning might be unchartered territory for you and your school, ensure you still adhere with the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.
2) Consider your surroundings
The use of webcams, video and live streaming must be done with careful thought. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.
3) Create and disseminate a clear distance learning policy and guidance
This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.
4) Only use school approved platforms and communication channels
Make sure that you keep to communicating through official outlets, such as your school online portals or assigned email addresses. Never communicate using personal emails or numbers and refrain from communicating outside of school hours.
5) Maintain professional dress at all times
Treat any online lesson the same as delivering a lesson in the classroom. Maintain a professional image and never wear anything inappropriate or revealing. Encourage your students to also wear their school uniform.
6) Distribute a class timetable/schedule for remote learning
CLASS SCHEDULE
This will help to maintain a structure and lesson plan to classes. Include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.
7) Ensure you use the correct/ appropriate technology
Remote learning will mean that you will need to employ the right technology and software to ensure that students are able to access learning in the safest and most secure way. Look to distribute a list of safe apps and software that are secure and won't raise any safeguarding concerns.
8) Protect personal data
Only use appropriate systems and software that require email and password login. It's always best practice to only use school-provided email addresses.
9) Consider the needs of SEND pupils and vulnerable learners
It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.
10) Try to make lessons fun and engaging and encourage regular feedback
LOL!
Remote learning is a fantastic way to be imaginative with teaching and learning and a great way to encourage independent thinking. Try to encourage a two-way flow of communication with parents and students to help maintain transparency and confidence in the learning process.
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Appendix 4


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10 TOP TIPS
REMOTE LEARNING FOR CHILDREN
Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.
1) Treat remote learning the same as classroom learning
Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.
2) Use classroom language
LOL!
If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.
3) Take regular screen breaks
Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.
4) Always conduct video learning in an open space at home
To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.
5) Only communicate through approved school portals and platforms
It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.
6) Stick to teacher rules and guidelines around online learning
Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.
7) Dress in school uniform
As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.
8) Don't share passwords or other sensitive information
In order begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.
9) Don't use school platforms to discuss personal matters
It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.
10) Look after your mental health and wellbeing
Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.
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Appendix 5


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10 TOP TIPS
REMOTE LEARNING FOR PARENTS
Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.
1) Take an active interest in your child's learning
As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.
2) Monitor your child's communication and online activity
It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.
3) Establish a daily schedule and routine
Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.
4) Encourage screen breaks away from devices
Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.
5) Ensure your learning device is in a public space in the home
It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.
6) Implement safety controls and privacy restrictions on apps and software
Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.
7) Ensure your child only uses official school communication channels
It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.
8) Familiarise yourself with relevant school policies
Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.
9) Maintain feedback with teachers
Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.
10) Monitor your child's wellbeing and mental health
Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.