



Plymouth School Distance Learning Policy

In the event of self-isolation and/or temporary school closure

Rationale

This policy has been written in the light of the current Covid-19 pandemic. Distance learning refers to the provision of work, teacher support, assessment and feedback from teachers to students in the event that normal lessons are unable to be delivered “face-to-face”. Plymouth School is committed to providing continuity of education to its students and will do through a process of distance (online) learning. The purposes of this policy are threefold:

- To outline procedures and practice for students in self isolation, and are otherwise fit and healthy, to continue with their learning
- To outline procedures and practice for staff in self isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of their normal teaching commitments
- To outline procedures and practice for staff, pupils and their parents to continue with the academic program if Plymouth School has to close partially or fully due to advice from the Government and/or Public Health England or similar body

This policy does not apply in situations where:

- A parental decision to absent their child(ren) as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation, unless there is written advice from a medical professional involved in the care of the child.
- A child is self-isolating at home due to visiting a country that has a quarantine period as directed by the UK Government which was known before the time of travel, other than under exceptional circumstances discussed with the school prior to departure.

Distance learning for students who are in self isolation whilst the school is still open

Students are required to self-isolate if they have been in an affected area and are displaying symptoms, or if they have been to one of the designated affected areas according to Public Health England even if they are not displaying symptoms.

During any such period, Plymouth School will make sure that education is provided remotely (online) so that students can continue to access an education. This policy summarises the provision of distance learning for students in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

Student expectations:

- Students should try to retain structure to their working day, following their timetable and beginning work at 9:00.
- Check Satchel One/school email in a timely fashion to see the work set for each subject.
- Complete all set work and submit online to the teacher. If this is not possible, the work is to be brought back to school when the student returns.
- Communicate with teachers using appropriate channels and ask for guidance and support if needed.
- If no work has been set for a subject then a student must use that time to consolidate prior learning.

Teacher expectations:

- HoY/AHoY will inform class teachers of a student's absence due to self-isolation.
- It is recognised that teachers will be teaching their normal timetabled lessons and may not be able to set work for the child immediately but will do so within a 24hr window of being notified by the pastoral team.
- Any resources that were used in the lesson should be shared with absent students. It is recognised that some subjects will be discussion based and it is more difficult for students at home to benefit from this kind of activity; teachers should endeavour to set an alternative task or signpost the student towards appropriate online resources.

Parent expectations:

- Encourage and support their children's work. Where possible ensuring that their child has an appropriate space to work, that there is some structure to their child's day including appropriate breaks and to check that work has been completed.
- Contact the school if there are any concerns.

Remote teaching for staff who are in self-isolation

Teaching staff are required to self-isolate if they have been in an affected area and are displaying symptoms, or if they have been to one of the designated affected areas according to Public Health England even, if they are not displaying symptoms or if a member of the same household or support bubble are displaying symptoms. This policy is directed at staff who are self-isolating but are fit and healthy themselves and able to set work.

During any such period, Plymstock School will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of distance teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

Teacher expectations:

- Lessons to be taught live through MS Teams *If not possible then the following will apply:*
- Follow the normal guidelines for planned absence.
- Cover work should be uploaded by 8.00am of day of absence in the COVER area on the staff drive for the cover teacher.
- Cover work should be meaningful and not just copying and answering questions from a textbook.
- Resources should also be uploaded onto Satchel One for student access.
- Work set will be equivalent in length to the normal timetabled lesson.
- Extension tasks will be set if appropriate for classes and/or students.
- Staff may set one longer task that covers several lessons but this task must reflect the total length of time that is missed.
- Students should have access to teacher support via email, MS teams or Satchel One.
- Where possible teachers should mark and feedback with the same regularity they would have done if in school.

Distance learning in the case of enforced school closure

If the school has to undergo enforced temporary closure due to government guidelines or if a “bubble” is forced to self-isolate due to Public Health England recommendation then the following will apply for the different scenarios:

1. Tier 1 - Closure for a “bubble” self-isolation

Student expectations:

- Students should retain structure to their working day, following their timetable and beginning work at 9:00.
- Check Satchel One/school email in a timely fashion to see the work set for each subject.
- Complete all set work and submit online to the teacher. If this is not possible, the work is to be brought back to school when the student returns.
- Students may photograph their completed work and use Satchel One or school email to submit to their teachers.
- Communicate with teachers using appropriate channels and ask for guidance and support if needed.
- Deadlines must be met; HoY and/or HODs will be informed if they are not. Students should seek support from their teacher or pastoral team if there are factors which are preventing them from completing their work.

Teacher expectations – examination classes:

- Upload teaching materials/lessons to Satchel One by the time of timetabled lesson.
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during timetabled lessons to answer any questions pupils may have via Satchel One, school email or MS Teams. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation is to be expected. Extension tasks may be set if appropriate.
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Set tasks on Satchel One that include lesson activities and resources which should include a personal element such as a PowerPoint with audio or a video, as well as any homework that would normally be set.
- Work set should be in line with the normal SoL timings.
- Mark and feedback with the same regularity they would have done if in school if feasible.
- As much as possible, use the usual rewards system on Satchel One.
- Contact parents if there are ongoing concerns and flag missing work in line with the monitoring process.

Teacher expectations – non-examination classes:

- *As above with the exception of:*
 - Work does not necessarily have to be in line with SoL timings but will be part of the curriculum.

Head of Department expectations:

- Fulfil expectations of a normal classroom teacher.
- Direct staff to the department “contingency resources” that are in line with the normal SoL which must also be available for printing.
- Regularly check the work being set on Satchel One.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.

HoY expectations:

- Identify those students who have no access to ICT facilities at home.
- Identify and support vulnerable students whilst they are at home.
- Make contact home for those students who are not engaging with distance learning.
- Provide an opportunity for an assembly / contact with tutors.

Director of Learning expectations:

- Provide support to HoDs and HoYs.
- Ensure that the work being set is in line with SoL for examination classes.
- Monitor that the work being set follows the guidance for distance learning.

SENCO and Learning Support expectations:

- Connect with parents and/or students who have an ECHP and those on SEN support who struggle with remote learning.
- Support staff in providing appropriately differentiated work for students.

Parent expectations:

- Encourage and support their children’s work. Where possible ensuring that their child has an appropriate space to work, that there is some structure to their child’s day including appropriate breaks and to check that work has been completed.
- Contact the school if there are any concerns.

2. Tier 2 Closure – Tier 2**Student expectations:**

- Students should retain structure to their working day, following their timetable and beginning work at 9:00- this is because teachers will be available during timetabled lessons, either delivering live content or providing support with any queries.
- If technology allows then students will attend the timetabled live lessons for their subjects.
- Check Satchel One/school email/MS teams in a timely fashion to see the work set for each subject.
- Complete all set work and submit online to the teacher. If this is not possible, the work is to be brought back to school when the student returns.
- Students may photograph their completed work and use Satchel One or school email to submit to their teachers.

- Communicate with teachers using appropriate channels and ask for guidance and support if needed.
- Deadlines must be met; HoY and/or HODs will be informed if they are not.

Teacher expectations – examination classes:

- Upload teaching materials/lessons to Satchel One by the time of timetabled lesson.
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during timetabled lessons to answer any questions pupils may have via Satchel One, school email or MS Teams. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation is to be expected. Extension tasks may be set if appropriate.
- Live lessons (where the teacher has direct contact with students) on MS Teams should be provided for at least 50% of the timetabled lessons, which will be during the timetabled lesson time slot. Staff do not have to use the camera function if they feel uncomfortable with this. Staff need to advance plan when these lesson will happen to ensure that they do not overload themselves and provide students with appropriate notice.
- Lessons should be recorded so that students who cannot attend the live lessons can have access.
- Set tasks on Satchel One that include lesson activities and resources which should include a personal element such as a PowerPoint with audio or a video for the remainder of the timetabled lessons.
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Work set should be in line with the normal SoL timings.
- Mark and feedback with the same regularity they would have done if in school if feasible.
- As much as possible, use the usual rewards system on Satchel One.
- Contact parents if there are ongoing concerns and flag missing work in line with the monitoring process.

Teacher expectations – non-examination classes:

- *As above but with the following amendments:*
 - In Ebacc subjects there should be at least one live lesson per week.
 - For non-Ebacc subjects 50% of timetabled lessons should be live.

Head of Department expectations:

- Fulfil expectations of a normal classroom teacher.
- Direct staff to the department “contingency resources” that are in line with the normal SoL which must also be available for printing.
- Regularly check the work being set on Satchel One.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.

HoY expectations:

- Identify those students who have no access to ICT facilities at home.
- Identify and support vulnerable students whilst they are at home.
- Make contact home for those students who are not engaging with distance learning.
- Provide an opportunity for an assembly / contact with tutors.

Director of Learning expectations:

- Provide support to HoDs and HoYs.
- Ensure that the work being set is in line with SoL for examination classes.
- Monitor that the work being set follows the guidance for distance learning.

SENCO and Learning Support expectations:

- Connect with parents and/or students who have an ECHP and students on SEN support who struggle to access distance learning.
- Support staff in providing appropriately differentiated work for students.

Parent expectations:

- Encourage and support their children's work. Where possible ensuring that their child has an appropriate space to work, that there is some structure to their child's day including appropriate breaks and to check that work has been completed.
- Contact the school if there are any concerns.

3. Tier 3 - Partial Closure

Department for Education will issue operational guidance for the affected area that will confirm which year groups should be prioritised. The remote learning plan will then be implemented based on the guidance from the DfE and the procedures in this document.

4. Tier 4 – Whole School Closure with exception of vulnerable children and the children of critical workers**Student expectations:**

- Students should retain structure to their working day, following their timetable and beginning work at 8:45
- If technology allows then students will attend the timetabled live sessions for their subjects.
- Check Satchel One/school email/MS teams in a timely fashion to see the work set for each subject.
- Complete all set work and submit online to the teacher. If this is not possible, the work is to be brought back to school when the student returns.
- Students may photograph their completed work and use Satchel One or school email to submit to their teachers.
- Communicate with teachers using appropriate channels and ask for guidance and support if needed
- Deadlines must be met; HoY and/or HODs will be informed if they are not.

Teacher expectations:

- Upload teaching materials/lessons to Satchel One by the time of timetabled lesson.
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during timetabled lessons to answer any questions pupils may have via Satchel One, school email or MS Teams. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation is to be expected. Extension tasks may be set if appropriate.
- Live sessions (where teachers have direct contact with students) on MS Teams should be provided as much as possible for the timetabled lessons, which will be during the timetabled lesson time slot. Staff do not have to use the camera function if they feel uncomfortable with this. Staff need to

advance plan when these lessons will happen to ensure that they do not overload themselves and provide students with appropriate notice.

- Sessions should be recorded so that students who cannot attend the live sessions can have access.
- Set tasks on Satchel One that include lesson activities and resources which should include a personal element such as a PowerPoint with audio or a recorded teaching video (e.g. Oak Academy) for the remainder of the timetabled lessons.
- Work set should be in line with the normal SoL timings.
- Mark and feedback with the same regularity they would have done if in school if feasible.
- As much as possible, use the usual rewards system on Satchel One.
- Contact parents if there are ongoing concerns and flag missing work in line with the monitoring process.

Head of Department expectations:

- Fulfil expectations of a normal classroom teacher.
- Direct staff to the department “contingency resources” that are in line with the normal SoL which must also be available for printing in exceptional circumstances.
- Regularly check the work being set on Satchel One.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.

HoY expectations:

- Identify those students who have no access to ICT facilities at home.
- Identify and support vulnerable students whilst they are at home.
- Make contact home for those students who are not engaging with distance learning.
- Provide an opportunity for an assembly / contact with tutors

Director of Learning expectations:

- Provide support to HoDs and HoYs.
- Ensure that the work being set is in line with SoL for examination classes.
- Monitor that the work being set follows the guidance for distance learning.

SENCO and Learning Support expectations:

- Connect with parents and/or students who have an ECHP and students on SEN support who struggle to access distance learning.
- Support staff in providing appropriately differentiated work for students.

Parent expectations:

- Encourage and support their children’s work. Where possible ensuring that their child has an appropriate space to work, that there is some structure to their child’s day including appropriate breaks and to check that work has been completed.
- Contact the school if there are any concerns.

Provision for students with no or limited ICT access at home

Students who have no or limited ICT access at home are being identified and where possible laptops have been sent home. The laptops are provided by the DfE and are in limited supply. We ask parents and carers to let the school know where ICT access at home is a barrier to their child's learning.

Communication between staff, students and parents

Communication between staff and students should be through the appropriate channels of Satchel One, school email, MS Teams or Google Classroom. Staff should not use their personal email accounts and students should be reminded they should use their school email accounts. When contacting home a school mobile phone should be used if staff have access or ensuring that mobile phone numbers are withheld if using personal mobile phones. Third-party messaging software or video conferencing software (e.g., WhatsApp, Skype, Zoom etc.) is strictly prohibited.

Pastoral Care and Safeguarding

Plymstock School is committed to providing outstanding pastoral care, and this will continue during and period of closure or distance learning. During a period of temporary closure tutors are expected to maintain contact with their tutor groups. HoYs/AHoYs will oversee this along with the Pastoral Deputy. Students should be reminded that normal communication channels for pastoral care remain available to them.

Safeguarding concerns should be directed to the Designated Safeguarding Lead, Leeshia Walton, using the email safeguarding@plymstockschool.org.uk.

Monitoring of student work

Teachers are expected to monitor the completion of work during school closure or any period of distance learning. Teachers should contact parents in the event of non-completion of work to offer support and guidance. If a "bubble" is required to self-isolate then the names of students who are not completing work should be sent to the relevant HoY and AHoY as well as making contact with those students and their parents.

If the whole school is enforced to close temporarily, names of students who are not completing work will be recorded centrally (details of this process will be sent out to staff during the closure) and will then collated and the information will be disseminated to relevant staff. It is the teacher's and HoD's responsibility to contact parents if there is an issue in their subject with the HoYs, AHoYs and DoL supporting where there is an issue with non-completion in many subjects.

Contingency Plans

All departments in the school have ensured that there is an "off the shelf" package of work available that can be set by matrix, DoL's or a member of SLT if there are no staff members of the department able to do so in the event of illness. All departments have clearly planned their curriculums ensuring that if any aspect of remote learning were to take place, there are appropriate resources that align to the expectations as outlined above in the teacher expectations. Departments have ensured that their planning for remote learning will allow for all students to receive the same high quality teaching and learning materials regardless of their situation e.g. teacher off ill or limited access to ICT.

Alternative curriculum

For those studying an alternative curriculum liaison will be with the SENCO on an individual basis to determine how the needs of the students can be met.

Support for staff

In order to ensure that teachers are able to perform the expectations as outlined in this policy; Plymstock School has provided user guides for the remote platforms that are being used by the school. Teachers should ensure that they are secure in their proficiency of the platforms and seek guidance if they need further support.

Unless there are extenuating circumstances, teachers will be expected to be contacted remotely by colleagues, students and parents and teachers should ensure that communication, where possible takes place during usual school timings, with no expectation for colleagues to read or respond to emails after 4pm (whilst keeping in mind that some staff are part time and support staff may have an earlier finishing time). Replies to parents should be within 3 working days. For those who are on part-time contracts, communication is expected only on the days they would usually work.

Plymstock School recognises that some colleagues may have caring responsibilities at home and may find it difficult to fulfil the expectations as outlined. In this situation, staff should seek advice from their line manager in order to find a workable solution for all parties.

Monitoring and Evaluation

This policy will be reviewed every half term in keeping with the every changing environment surrounding the Covid-19 pandemic.