St Thomas More High School
Remote Teaching and Learning Policy

Date of Last Review: October 2024

Revision and Review History

Version 1	23rd September 2020	Draft agreed.
Version 2	January 2021	Document review. Updated in line with national lockdown & school closure
Version 3	2nd January 2022	Updated links. Added contents page & headings.
Version 3.1	26th October 2022	Removed reference to COVID absence form and procedures. Updated links.
Version 3.2	2nd October 2023	Resources links updated

Contents

1.0 Remote Learning – Introduction

This policy has been written and developed in response to, but is not limited to, the school closures enacted to tackle the spread of Covid-19. It contains a series of guiding principles that all departments are required to follow in the event of any school closures lasting for longer than two days.

It is based on these principles:

1. We will continue to provide engaging, meaningful learning experiences for all of our students.
2. We will recognise the challenges that many of our students and their families face with home schooling.
3. We will recognise the challenges that teachers face in working from home.

1.1 What is remote learning?

There are 4 descriptions which fall under the rubric of 'remote learning':

- **Remote Education**: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital Remote Education**: often known as online learning, this is remote learning delivered through digital technologies.
- **Blended Learning**: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where the main input happens remotely (e.g. through video), while practice and tutoring happen in class.
- **Synchronous Education**: this involves live lessons and an asynchronous element i.e. material is prepared by the teacher and accessed by the pupil at a later date.

Some myths exist about remote learning, which are **not** evidence-based. These include that:

- Remote learning is fundamentally different to other forms of teaching/learning.
- Remote learning is a different curriculum/offer to the content that would be delivered normally.
- The best forms of remote education are digital.
- The best way to deliver remote education is always through live lessons.
- The most important thing is pupils' engagement.

For further details, refer to Ofsted's [Summary of Remote Learning](#)

We will continue to provide engaging, meaningful learning experiences for all of our students.

What does this mean?

1. Students will receive work that has clearly defined objectives.
2. At appropriate points students will receive feedback on specific aspects of their work to which they should be expected to respond. Regular opportunities for self-assessment will also be built in.

3. To be engaging, the work will draw on a variety of resources, including video where appropriate. Departments have collated a wide range of subject specific on-line resources; see appendix for more details.
4. Work will be accessible to all students and appropriate stretch and challenge will be provided. The growing selection of on-line resources provides ample opportunity for the latter.
5. We will recognise that completing work independently make may take students longer than it would in class, with the help of a teacher and their peers. Students are having to process and apply content on their own
6. The platforms through which work will be delivered to students primarily will be via **Email** & **Microsoft Teams**. This allows teachers to upload their own resources to these platforms and provide feedback to students through regular channels of communication.
7. Student attendance and engagement will be monitored in the usual way and will be reported home to parents via termly progress reports. Any students who are not regularly engaging with remote learning will be contacted.
8. We will offer live lessons in a range of subjects to enable students to have some degree of interactivity with their teachers that replicates a classroom environment.

What does this not mean?

- Feedback is not required on all work set. This would not be the case in a normal classroom setting. See further details in the [Marking & Assessment Policy](#)

We will recognise the challenges that many of our students and their families face with home schooling.

1. We will ensure, as far as possible, that work set is provided in a format that most students will be able to work on at home. Students will be advised on how to use the OneDrive and Microsoft suite of programs and files uploaded to Teams will be in these formats.
2. Where families indicate there is a specific IT problem with accessing work we will endeavour to solve any issues. In the event that students are unable to access online work, paper-based work can be provided. Any questions related to technical issues can be directed to ithd@st-thomasmore.southend.sch.uk or discussed with staff during weekly welfare check phone calls. Any pastoral issues the school's welfare email address will be monitored by a member of the pastoral team on a daily basis.
3. We will avoid setting work that requires students to print out documents; many families have no access to a printer.
4. Where work is consistently not being completed teachers will contact home however this will be done in a supportive not punitive manner. Where engagement from parents/guardians is not forthcoming, or there are extenuating issues or pastoral concerns PPM's and SLT will be informed.

We will recognise the challenges that teachers face in working from home.

Working remotely presents difficulties for all of us. We cannot replicate the school learning environment. Teachers differing home circumstances mean it is difficult to have exact expectations about how they will work. However there are some basics we must adhere to:

1. We will set weekly work for our classes according to the Timetable.
2. We will give timely feedback to our students on specific pieces of work through aforementioned channels
3. We will complete our Wellbeing duties as allocated .i.e. weekly check in procedures and liaise with PPM and SLT as appropriate.
4. We will stay in touch with our colleagues and the school via email, phone or video call as appropriate.
5. We will follow up lack of engagement from students with work in the ways set out above.
6. Part-time staff may have to offer some flexibility, proportionate to their FTE, in terms of the days they work to support their colleagues and students.

1.2 Video Lesson Protocols

Opportunities to include some element of visual and / or audio will be used through a combination of both live and recorded lessons. Live lessons may consist of both large group 'lecture style' sessions, which can incorporate between 35- 250 participants, and small group sessions of no more than 35 participants which will more closely replicate a classroom experience.

In large group sessions interactivity will be encouraged using the 'Chat room' feature in Microsoft Teams which will enable students to ask questions / receive feedback. These are solely for written comments so do not require video / audio to be switched on.

In small group sessions students will be able to ask questions verbally or in a written form.

Where it is not possible to offer a live lesson we will still endeavour to offer lessons that go some way to approaching a more normal classroom environment for students;

1. Use of growing amount of online lessons (see appendix for resources)
2. Creation of our own pre-recorded lessons .e.g. .PowerPoints with teacher narration and or video. The creation of such resources can be organised at a faculty/department level to facilitate sharing of good practice.
3. Where we do undertake video lessons with students we need to be guided by two principles:
   - Safeguarding the teacher and students
   - Ensuring access for all students

Some basic guidance follows:

1.2.1 Safeguarding the teacher and students

1. Recorded lessons will take place through a secure platform (Microsoft Teams). Using these apps through the Teams platform, logging in with teachers' work email, provides the security offered by our school servers.
2. The teacher will always initiate the session. Teachers will not join sessions led by a student; the teacher would not be in control in such a scenario.

3. Only whole class or group sessions are allowed. Teachers should not conduct 1:1 video, audio or chat sessions with a student without recording the session.
4. The teacher may choose a blank/blurred background for the video to ensure privacy.
5. Where possible sessions should take place against a plain background which does not include personal items or identify the location or details of a teacher's property.
6. Teachers should be dressed in professional attire as outlined in the staff code of conduct.
7. All content within videos should adhere to the Teachers' Standards with particular reference to Part Two Personal and Professional Conduct.
8. Be careful if using screen sharing – it can be easy to accidentally share confidential information. We strongly recommend that you shut down any email programs during the lesson.
9. We recommend that teachers can opt to pre-record lessons and deliver them using screen sharing to enable them to respond quickly to questions raised in the chat function. This will offer opportunities for discussion and teacher feedback.
10. Live sessions should be no more than 50 minutes each per timetabled hour.
11. The teacher will always be the last person to leave the session. This ensures all communication between students in the session is supervised by the teacher.
12. Teachers will control comments in the session and where necessary will mute students who comment inappropriately.
13. Teachers may be required to record the lesson using the built in feature of Teams any recordings will be stored on school machines and follow strict GDPR guidelines around its storage and disposal.
14. Expectations for behaviour in live lessons is the same as for regular classroom lessons. Behaviour which does not meet these expectations will be sanctioned in line with the school's Behaviour Policy.

1.2.2 Ensuring access for all students

Live video lessons will not be accessible for all students, either because of clashes with other activities or lack of appropriate technology. Thus:

- Live lessons will be timetabled and students notified in advance of when they will take place. This will be done via Teams and school email addresses.
- Live lessons will be at the same time as the normal school timetable.
- Live lessons should be recorded and uploaded the Team channel in the same way as other lesson resources.
- Transcripts of chatroom sessions should be saved and made accessible with the recorded lesson to allow students to easily find key points or topics.
- Any students without computer access can email or speak to their Pupil Progress Mentor to explore options to support access.

1.2.3 Online Safety

While you are engaging in online learning, you may be spending more time online. If you have any online safety concerns, then you can get help from the following links:

- Contact your form tutor using School email system. You can also contact the pastoral team by emailing welfare@st-thomasmore.southend.sch.uk
- Childline - for support
  https://www.childline.org.uk/
- UK Safer Internet Centre - for advice on making a report about online abuse
  https://www.saferinternet.org.uk/our-helplines
- CEOP - to report and remove harmful online content
  https://www.ceop.police.uk/ceop-reporting/

Appendix 1 – Codes of Conduct – Staff, Parents & Students

Staff Code of Conduct (Remote Learning)

Staff should:

- Send lesson invites prior to the timetabled lesson.
- In advance, schedule resources to be available at the lesson time.
- Sign into MS Teams before the lesson is due to begin, ensuring there are no issues in terms of access, content etc.
- Ensure settings are configured so that only they can present during the lesson and share their screen.
- Ensure that e-mails are closed and only those programs that are necessary for the lesson are open.
- At the start and end of each lesson, open the camera/webcam facility to personalise the lesson.
- Where teaching from home, blur the background (or choose a background) where possible, to protect personal privacy, wear suitable professional clothing and try to teach from a place in the house that is quiet, with minimal disruption.
- At the end of each lesson, select 'end the meeting' (not 'leave the meeting') so that pupils cannot continue the meeting unsupervised.
- When teaching pupils online, ensure that all communication is through MS Teams or via school email account. Never share personal details or contacts with pupils or communicate through social media or other channels. Private 'chat' with pupils is prohibited.
- Ensure that they model high professional standards at all times.
- Monitor and record attendance via SIMS and inform the Head of Department of pupils not attending/engaging.
- Provide follow up work to the lesson.
- Provide feedback e.g. verbal (through the audio facility) and written (through the 'chat' and 'assignment' facilities).

Parent Code of Conduct (Remote Learning)

Parents should:

- Support their child's personal organisation so that they attend lessons punctually, in accordance with their timetable.
- Not use the chat function, students email address or communicate with the teacher via live lesson and must use the usual channels to raise a query or issue with staff.
- Encourage their child to participate fully in online lessons and to complete independent work set by their teachers.
- Where possible ensure a quiet, private place to limit noise and interference when a student is unmuted and actively contributing to a class discussion.
- Ensure that no element of an online lesson is recorded by their child or family members.
- Avoid making any comments, or sharing any material, on social media that could identify their child, school or staff.
- Ensure that their child takes care of any equipment that they have been loaned by the Academy and uses it only for the purposes for which it was intended.

Pupil Code of Conduct (Remote Learning)

Pupils should:

- Arrive on time to all their online lessons.
- Students camera should be on unless directed specifically by the class teacher to turn them off.
- Under no circumstances, record the lesson or share any images or screenshots from the lesson on any social media platform.
- Keep their microphone muted unless the teacher asks them to speak and mute themself when they have finished.
- Only use the 'chat' function if directed to by the teacher and only for the purpose they specify.
- Gain permission from the teacher if they need to leave the lesson for any reason.
- Under no circumstances share their personal logon details or forward meeting invites to unauthorised users.

Appendix 2 - Department Remote Learning Useful Links

Department: Business Studies

	Name	Website
KS4	Seneca Learning BBC Business	https://senecalearning.com http://www.bbc.co.uk/learning/subjects/business_studies.shtml
KS5	Seneca Learning Tutor2U BBC Business	https://senecalearning.com https://www.tutor2u.net/business http://www.bbc.co.uk/learning/subjects/business_studies.shtml

Department: Design Technology & Food Technology

	Name	Website
KS3	Technology	Focus E Learning https://www.focuselearning.co.uk/u/3579/wcAdxefnymzkAibDDolfnmxAEypqwxjnz BBC Bitesize – DT https://www.bbc.co.uk/bitesize/subjects/zvg4d2p
KS4	Design and Technology	Focus E Learning https://www.focuselearning.co.uk/u/3579/wcAdxefnymzkAibDDolfnmxAEypqwxjnz BBC Bitesize – DT https://www.bbc.co.uk/bitesize/subjects/zvg4d2p
	Food Preparation and Nutrition	My Dynamic Learning https://my.dynamic-learning.co.uk/Default.aspx?ReturnUrl=%2f Seneca https://app.senecalearning.com/login BBC Bitesize - FPN https://www.bbc.co.uk/bitesize/topics/zrdtsbk/resources/1
KS5	Design and Technology – Product Design	Focus E Learning https://www.focuselearning.co.uk/u/3579/wcAdxefnymzkAibDDolfnmxAEypqwxjnz

Department: English

	Name	Website
KS3	Oak National Academy	https://www.thenational.academy/
KS3	BBC bitesize	https://www.bbc.co.uk/bitesize/levels/z4kw2hv
KS4	Massolit	https://www.massolit.io/
KS4	AQA lit and lang GCSE	https://www.aqa.org.uk/subjects/english
KS5	OCR Lit and Lang A Level	https://www.ocr.org.uk/subjects/english/
KS5	Massolit	https://www.massolit.io/

Department: Geography

	Name	Website
KS3	Seneca Learning Ordnance Survey Map Zone	https://senecalearning.com https://www.ordnancesurvey.co.uk/mapzone/
KS4	Seneca Learning Kerboodle	https://senecalearning.com https://www.kerboodle.com/
KS5	Seneca Learning Snap Revise	https://senecalearning.com https://snaprevise.co.uk/

Department ICT /Computer Science

	Name	Website
KS3	Computing Homework	https://www.computinghomework.com/
KS4	Seneca Learning – OCR Computer Science	https://senecalearning.com
KS5	REPL.IT – Online Python IDE	https://repl.it/~

Department: Maths

	Name	Website
KS3	MyMaths **Username: Stmhb** **Password: fermat**	www.mymaths.co.uk www.mathswatch.com

	Maths Watch	
	Collins Connect	www.collinsconnect.co.uk
	Corbett Maths	https://corbettmaths.com/
KS4	Maths Watch	www.mathswatch.com
	Collins Connect	www.collinsconnect.co.uk
	Corbett Maths	https://corbettmaths.com/
KS5	Dr Frost Maths	www.drfrostmaths.com
	Maths Genie	www.mathsgenie.co.uk

Department: MFL

	Name	Website
KS3	Linguascope	https://www.linguascope.com/
KS4	Seneca Learning	https://senecalearning.com

Department: Physics

	Name	Website
KS3	Bitesize	https://www.bbc.co.uk/bitesize/subjects/zh2xsbk
KS4	Physics and Maths Tutor	https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/
	Reviserly	https://www.revisely.co.uk/gcse/physics/aqa
	Bitesize	https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm
KS5	Physics and Math Tutor	https://www.physicsandmathstutor.com/physics-revision/a-level-edexcel/
	Revisely	https://www.revisely.co.uk/alevel/physics/edexcel/
	Physics Specification	https://qualifications.pearson.com/content/dam/pdf/A%20Level/Physics/2015/Specification%20and%20sample%20assessments/PearsonEdexcel-Alevel-Physics-Spec.pdf

Department: Psychology

	Name	Website
KS5	Seneca Learning – AQA Psychology	https://senecalearning.com/en-GB/
	Tutor2U	https://www.tutor2u.net/psychology
	Simply Psychology	https://www.simplypsychology.org/
	AQA Specification	https://www.aqa.org.uk/subjects/psychology

Department: RE

	Name	Website
KS3/4	Kerboodle	https://www.kerboodle.com/

Department: Science

	Name	Website
KS3	BBC Bitesize	https://www.bbc.co.uk/bitesize/subjects/zng4d2p
	National Careers Service	https://nationalcareers.service.gov.uk/
KS4	myGCSEScience.com	https://www.my-gcsescience.com/
	BBC Bitesize	Double combined science: https://www.bbc.co.uk/bitesize/examspecs/z8r997h
		Triple Science Biology: https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7
		Triple Science Chemistry: https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb
		Triple Science Physics: https://www.bbc.co.uk/bitesize/subjects/zpm6fg8
	AQA Specification	AQA GCSE science: https://www.aqa.org.uk/subjects/science/gcse
	National Careers Service	https://nationalcareers.service.gov.uk/