



South Farnham Educational Trust

●●●●● The Continual Pursuit of Excellence

Remote Learning Policy



**Brighton Hill
Community
School**

Making success inevitable

REVIEW DATE:

JANUARY 2025

NEXT REVIEW DATE:

SEPTEMBER 2026

To be read in conjunction with

- Safeguarding Policy
- Behaviour Policy

Brighton Hill School is committed to providing the best possible provision for students in their learning and outcomes. This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require groups or individuals to remain at home and is applicable for the following circumstances:



- The school is closed and is inaccessible to students. Staff could be in school or working at home dependent on circumstances.






- Certain groups are required to work from home on a rota system.



- Individual students are unable to access the school due to isolating under national restrictions

This is with the aim of providing a realistic continuation of curriculum delivery should the school be closed or inaccessible to year groups or individual students for **more than one day**.

Summary of Remote Lesson delivery

Scenario		Lesson delivery options in order of preference, based on what the school is able to organise:	
Whole school closed 		Teachers in school	Teacher not at school
		Live lessons via Teams from classroom	1. Live lessons via Teams 2. Narrated PPT & resources on Class Teams 3. PPT set on Class Teams
Groups working remotely at home 		Teachers in school	Teacher not at school
		Live lessons via Teams from classroom + resources- <i>see protocols</i>	1. Live lessons via Teams 2. Narrated PPT & resources on Class Teams 3. PPT set on Class Teams
Individual student (s) at home (isolating under national restrictions) 		Teachers in school	Teacher not at school
		1. Access for students to log on and view Live lesson from home from Teams + resources- <i>see protocols</i> 2. PPT used in lesson + resources set on class Teams.	1. Live lessons via Teams 2. Narrated PPT & resources on Class Teams

General Principles

- From the working day following the school's notification of a student's absence due to a pandemic or following a school closure, faculties will ensure work is set for students that would have been taught on that day according to their timetable. As such, students will receive between 4 and 6 hours of remote learning provision per day. There is no expectation that work will be set outside of school working hours. For students with long-term absence for other reasons, the school will work with students' families to ensure that work is set as and when appropriate to individual circumstances in a timely fashion.
- Teachers / Faculties will set work for their classes via Microsoft Teams, which is the platform for resources to be posted and lessons delivered.
- Teachers / faculties may plan and undertake 'interactive lessons' for their classes via Teams live lessons or Narrated PPTs. *Please see additional guidance below.*
- To support effective safeguarding, teachers will **not** set 'You Tube' clips as part of remote learning.
- As the trusted professional, teachers will make an appropriate and informed decision as to the type and content of the work being set, based on their Schemes of Learning and the remote learning context. Teachers will use a phased approach to introduce new content which will be carefully selected to ensure accessibility for 'threshold core content', through Teams lessons and or narrated PPTs
 - Due to constraints such as access to resources and home support, *examples of this could include, but are not limited to:*
 - Retrieval and deliberate practice of previous topics to develop memory and recall.
 - Practice questions and exam questions-based revision (particularly for KS4 students)
 - Century / Seneca based revision and recall 'nuggets' may also be set.
 - Development-based activities / tasks which seek to consolidate existing knowledge, e.g. tests, scenarios, extended writing, and analysis tasks.
 - Progressive research-based tasks which seek to *introduce* some new knowledge / topics.
- Evidence informed practice (ref EEF- Remote Learning practice April 2020) support our practice and principles, which includes:
 - Students can learn through remote teaching and that it is key to ensure several elements of effective teaching are present – for example clear explanations, scaffolding, and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives such as ("asynchronous teaching").
 - For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.
- Teachers will continue to work within our expectations for communicating with parents / carers in the event of a concern. In the event of a school closure this will solely be via email communication, within 3 school working days as is our usual expectation and not outside working hours, unless in exceptional circumstances.
- Students can, where appropriate, seek further guidance from their teachers via the school email procedures.

Non-live lessons – remote learning set on Class Teams

- If remote learning is not delivered via a live lesson, the preferred document format will be Word or PowerPoint.
- Teachers will present all work in a logical dated order for ease of access for students.
- Work will be saved under the Files section of Class Teams.
- Teachers will present work daily or for the week ahead.
- Teachers will clearly label the following aspects of all work:
 - **Resources / designated assessments -Instructions & guidance** -Relevant information based on each task being completed, as well as any guidance required to support learning. e.g. worked examples and scaffolding should be present, where appropriate, as well as opportunities and tasks which support and promote independence and metacognition- such as self-mark sheets, checklists etc.
 - **Time allocated**- The expected ‘realistic’ study time to complete work. (NA for century), will not exceed the timetable allocated lesson time and should take account of the fact that students will largely be working independently - therefore tasks will generally take longer than in a classroom setting.
 - **Collation** - How the work should be collated and stored by the student– e.g. save electronically for individual reference, make notes on paper, and keep for reference.

Remote Live Lesson teaching via Teams -protocols

- Where provided, Microsoft Teams is the online platform which teachers will use (according to Table 1) to enhance live learning through live teaching when and where appropriate.
- Where live lessons are delivered, students will receive an invite to attend a ‘meeting’ via their Class Teams, which will include the time and date of their normal timetabled lesson. Where IT permits*, students are expected to attend live ‘lessons’ to support their progress.
- Teachers will request students to turn off the camera to disable video and have audio on mute. Students will still be able to view the teacher and unmute when required by the teacher to engage in any questions. This is to promote a productive learning environment and safeguard all students.

Where the teacher is delivering a live Teams lessons in school with some students present and other students accessing the lesson remotely from home, the following *protocols* will apply:

- Student’s camera and microphone switched off throughout the lesson
- Webcam in classroom points only at the board/teacher and no students are in view at any time
- Students are referred to by first name only throughout the lesson
- Teachers mute themselves whilst taking the register or start the Teams call after the register has been taken.
- Teachers will plan activities in live lessons which will either reinforce existing understanding and skills (retrieval practice) or introduce selected ‘new knowledge’ in a logical and sequenced approach. Students may be expected to carry out additional tasks assigned by teachers independently.

Additional support for students with particular needs

- For prolonged school closure or student absence and where remote learning is uploaded to Teams (rather than delivered live), the SEND department will adapt lesson resources prepared by the class teacher and email these to students with significant SEND ahead of their timetabled lesson.
- Students with SEND who are able to access live Teams lessons will have their needs catered for by their class teacher.

Students' engagement with remote learning

- Students are expected to engage with all remote learning to the best of their ability in the time clearly allocated.
- All teaching staff are expected take a hard copy register of students who attend live lessons for their own records and to monitor attendance.
- All students who have IT provision are expected to attend live learning lessons where set.
- Where students are unwell, parental contact is expected from the parent/carer via email to the subject teacher.
- Missed live lessons:
 1. If a student misses 2 live lessons for an individual subject, the class teacher will send a set email to the parents and student to ascertain the reason and encourage subsequent participation
 2. In the absence of any response from parents / students the HoF will review overall attendance and will contact the student / parent.
 3. If further lessons are missed, the DSL will be notified for further safeguarding follow-up
- All remote learning completed should be 'saved' by students – this *could* be electronically and or hard copy which will be indicated by teacher in their guidance - whichever is most appropriate for the work set. Completion of Century / Seneca work will be logged directly on the online platform.
- Teachers will not be expected to provide individual feedback on remote learning completed to students but low stakes quizzes may be delivered as part of the lesson format and utilised to ascertain engagement in content and provide a measure of understanding.
- Students should complete designated assessments, where set, to the best of their ability. These will be utilised to review progress and support future learning tasks. Clear instructions and guidance will be provided regarding the completion of formative and summative assessments and these will consider the circumstances at home and be clear and realistic. Students will be expected to follow the instructions to the best of their ability.
- Teachers will only provide feedback on work which is clearly 'labelled' as a designated assessment and falls within the Faculty assessment plan and the school's feedback policy. This *could* be provided on return to school.
- The Assistant Headteacher - Curriculum will undertake weekly spot checks to ensure appropriate remote learning has been set.
- In line with our current progress reporting system, a barrier of 'Long Term Absence' and 'Covid Absence' will be assigned to students who have experienced more than **5 days** of absence since the last TA review and are 3 or more sub-grades away from their Expected Attainment Pathway (EAP) within each data review summary. Staff will identify therapies to help close the gap between Current Working At Grade (CWAG) and EAP. The Assistant Headteacher - Curriculum and Deputy Headteacher - Progress will review the progress of these students after each TA data review and determine any supplementary therapies that could offered.

Students without digital or online access at home

- The school regularly surveys students to ascertain who does not have individual access to a device or internet at home.
- If there is any change in circumstances which prevent a student having access to a device or internet at home, the student's parent should contact the school immediately so that provision can be made.
- If the school has access to a small number of devices which can be loaned to students who meet certain criteria of need, the school will contact the parents of students that these criteria apply to. Parents can contact the school if they require further information about this.
- All students who do not have individual access to a device or the internet at home will be provided with a work pack as quickly as possible after their absence. Depending on the length of absence/school closure, this may be for core subjects only.
- Work packs will usually be posted out to students, although in certain circumstances, students may be asked to come and collect work packs from a designated outdoor area on the school site on a pre-arranged date and time.
- In line with our feedback policy, students who have been set designated assessments as part of their work pack should contact the school to arrange submission of these for feedback. This will be arranged on an individual basis.

Principles and guidance for live teaching / learning

The following principles and expectations apply to staff and students regarding the use of remote live learning via a Teams meeting

Teachers		
Conduct	Communication	Content
<p>Any online lesson will be treated in the same way as a classroom lesson. Staff will dress appropriately and ensure a setting which has a plain background and has no personal information on display.</p> <p>Staff will always continue to observe professional conduct.</p> <p>Staff will continue to follow and support the school safeguarding procedures and policies during all live learning.</p> <p>Staff will be clear, when using links to other online resources, that these resources are appropriate in nature and relevant to the learning process.</p>	<p>Any contact with students should only be through the platforms agreed by the school and not through personalised accounts open to public viewing, comments or sharing.</p> <p>Teachers will expect students to turn off the camera to disable video and have student audio on mute ready for question and answers. This is to promote a productive learning environment.</p> <p>Pre-recorded PowerPoints will only have audio for students.</p> <p>1-1 live Teams sessions will not be able to take place due to meeting safeguarding</p>	<p>All content will be age-appropriate and in line with the curriculum schemes that are in place - including retrieval and some phased new knowledge.</p> <p>To support effective safeguarding, teachers will not set 'You Tube' clips as part of remote learning</p> <p>Where possible all remote live learning will be made accessible to the whole class. Particular focus should be considered for students with SEND.</p>

<p>This will be assured through a careful checking process, by the member of staff, prior to the setting of work which might signpost students to other online resources.</p>	<p>requirements- Staff will wait until more than 1 student is in attendance before making audio and camera capacity functional. (when appropriate to be used)</p>	
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Students	
Conduct	Communication
<p>General use of Microsoft Teams</p> <p>These expectations are designed to support students in staying safe online and enriching the learning experience of all students.</p> <ul style="list-style-type: none"> All students are required to follow school behaviour expectations and policies at all times. Teams is a professional learning space and should be used as such. It is not a social chatroom. There should be no use of memes. Students should not make derogatory verbal or written comments about other participants in the lesson – this could be perceived as online bullying and is not acceptable. Teachers can see everything students type and will screenshot anything inappropriate. Students should not share their password with any other student or organisation. Parents are permitted. Students should only use technology at home with the permission of their parent / guardian. Students will be removed from lessons, and parents contacted, if their online conduct is inappropriate. <p>Use of Live Learning via Teams</p> <p>Students should regard live learning in the same manner as classroom learning.</p> <ul style="list-style-type: none"> Students should conduct video learning in an open space at home – e.g. a living room etc. Student bedrooms are not regarded as appropriate. 	<ul style="list-style-type: none"> Communication should occur during school working hours (8.25am –3pm) only. Online classroom posts are primarily to be used to communicate with the teacher. However, if a student has a query, a relevant class discussion will be allowed where the teacher has turned the posts function on. Students should not use school platforms to discuss personal matters. Any contact with teachers should only be through the platforms agreed by the school and not through personalised accounts open to public viewing, comments or sharing. Students must ensure that all communication with other students and teachers using Teams live learning technology is appropriate, responsible, and sensible. Students should continue to use appropriate classroom language in all communication on Teams. Students should avoid using shorthand text to speak and write as they would speak in class.

- Students are expected to be dressed appropriately for learning in home clothes (e.g. no pyjamas, no vest tops, hats, or hoods etc.).
- Students should remain attentive and respectful during sessions and ensure that they are free from distractions. Students should not be using personal social media in lesson time.
- During the live learning students must not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If a student accidentally comes across any such material, they should report it immediately to their teacher or parent / guardian.
- Students must not record or take photos of my classmates or teachers during live lessons, nor share lessons publicly.
- It is essential that students view live lessons in the same way and with the same conduct as is expected in the usual classroom setting.
- Where appropriate, and in line with our behaviour policy, if a student's behaviour falls below the school's expectations, opportunities to address this will be provided by the teacher in the live lesson. However, if this continues, students may be asked to leave the live lesson and parents will be contacted. This could result in a student being removed from some / all future live lessons.

These expectations are designed to support students in staying safe online and enriching the learning experience of all students.

Where appropriate, and in line with our behaviour policy, if a student's behaviour falls below the school expectations, opportunities to address this will be provided by the teacher in the live lesson. However, if this continues, students may be asked to 'leave' the live lesson and parents will be contacted. This could result in a student being removed from some / all future live lessons.

Please refer to the School Behaviour policy.

Conduct	Communication
<p>Parents should be aware if their child is engaging in a live lesson via Teams</p> <p>Parents should also always be aware of what websites their child is accessing whilst working online, ensuring these websites are appropriate and are those recommended in the work that has been set. If a parent is concerned about the content of a website, email, or online communication they should contact the school immediately. In addition, the following website can be used to report harmful content: https://reportharmfulcontent.com/</p> <p>Parents should understand how children can be safe online – parents should engage with the safeguarding section on the school website to support their understanding of keeping children safe online. In addition, the following websites may support parents and carers to keep their children safe online:</p> <ul style="list-style-type: none"> • Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online • Parent info is a collaboration between Parent zone 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 • 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 <p>Parents should look out for signs of online bullying that their child may be a perpetrator or victim of. Parents should report these to the school (to any teacher, the child’s tutor, Head of Year, or any member of the senior leadership team). In addition, for bullying or abuse online parents can:</p> <ul style="list-style-type: none"> • get advice on reporting online abuse from the National Crime Agency’s Child Exploitation and Online Protection command 	<p>Where students are unwell and not able to attend live lessons, parental contact is expected from the parent/carer via email to the subject teacher.</p> <p>Parents should feel comfortable contacting the school at any time if they have any concerns about the remote learning process, the content of live lessons, the content of work being set, the nature of websites/videos being used to support learning and/or inappropriate use of the internet by their own or other children.</p> <p>Parents can contact the school by:</p> <ul style="list-style-type: none"> • calling the school’s receptions between 8.25 and 3.30pm during the school closure. • Emailing the child’s teacher/tutor/Head of Year within the normal working hours of the school by email. <p>If a parent’s concern is specifically related to safeguarding, they can contact the school’s DSL team, by emailing:</p> <p>safeguarding.senso@bhcs.sfet.org.uk</p>

- get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied

Appendix A- Aide memoir for Remote Live Teaching via Teams and / or Remote narration via PPT
Ref ASCL 'What are the best bets for remote learning.

	Prompt	What might this look like in practice? Possible ideas
1	What do I want pupils to know/be able to do as a result of this session(s)?	<ul style="list-style-type: none"> • Clear learning goals defined by teacher and made explicit to pupils. • Medium term plan made available to parents so they can support where appropriate.
2	Is there a key question that helpfully drives the session?	<ul style="list-style-type: none"> • 'Big question' to frame the session. • Is there an interesting and valid debate within the subject that might provide a hook? • Refer back to key question at end.
3	How does this relate to what's come before/after?	<ul style="list-style-type: none"> • Session guided by medium term plan. • Make links explicit for pupils where appropriate. Don't assume it's obvious.
4	Which key concept(s) am I introducing for the first time, or needing pupils to recall?	<ul style="list-style-type: none"> • Definitions of key terms. • Time taken at start to recall previous learning. • New concepts broken down and introduced in small steps.
5	Which aspects do pupils tend to struggle with or misunderstand? If I know this in advance, how can I address it?	<ul style="list-style-type: none"> • Worked examples. • Definitions of key words. • Check for understanding. • Make common misconceptions explicit and correct understanding. Avoid rushing instruction. Provide opportunity for pupils to go back/pause/rewind.
6	Which examples best illustrate the concept? Which will pupils find more readily relatable?	<ul style="list-style-type: none"> • Links made to pupils' experience where appropriate. • Analogy and metaphor. Eg 'This is like...' • Introducing key examples from the subject's canon. • Which examples will be built on later?
7	What practice is necessary?	<ul style="list-style-type: none"> • Worked examples. • Independent practice. • Retrieval practice. • Elaboration – pupils have to expand an explanation, perhaps to a parent.
8	How will I check for understanding and provide feedback?	<ul style="list-style-type: none"> • Q&A through video conferencing. • Through school's online platform. Eg. Microsoft Teams, possibly with teachers available at agreed times. • Email. • Work submitted online. • Teacher checks pupils' self-marked scores. • Whole class feedback. • Whatever method, make parameters explicit to pupils and parents.