

Liverpool College

Remote Learning Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

***We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*

***We believe** that the development of character, creativity, intellect and spirituality, are the primary aims of education.*

***We work** together to create a happy and caring school community which is engaged in our local community and the wider world*

***We pursue** high standards in every area of school life*

This is a College policy which applies to the Primary and Secondary Phase, Boarding, Breakfast Club and after school activities.



Approved Date	8 th March 2022		
Review Date	8 th March 2024		
Signed Principal		Print name	Mr H Broekman

Remote Learning Policy

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for Data Protection

2. Remote Learning at Liverpool College

The key IT platform for interactive remote learning lessons at Liverpool College is Microsoft Teams. This is coupled with Show my Homework in the Secondary phase and SeeSaw in the Primary phase for the setting and monitoring of pupils' work.

There are a variety of ways in which interactive remote teaching and learning at Liverpool College via Microsoft Teams is structured. The delivery varies according to whether the pupils and teachers are able to be physically present in school. The aim is to ensure that all pupils receive a consistent quality and quantity of learning to ensure their expected progression over time. It also aims to establish sustainability in terms of teachers being able to deliver lessons when not in school, which is not only cost effective but also assists with continuity of learning for every pupil. Some Microsoft Teams lessons are recorded to enable continuity of learning for those pupils absent from Teams lessons.

During enforced school closure, e.g. during the Covid-19 pandemic, we have established a variety of combinations and mixtures of blended learning and hybrid learning, or 'dual teaching', to ensure continuity of learning, as well as high quality and immediate remote learning provision. These are outlined below:

2.1 Face to Face Teaching and Learning

This is always the preferred method of teaching and learning at Liverpool College and is possible when both the class teacher and the pupil are in school and lessons are delivered in person. Face to face lessons on site must follow any risk assessments in place to ensure business continuity. For example, during a pandemic teachers must follow pandemic-safe procedures on site and the bespoke Liverpool College Risk assessment. For example, teachers should adapt their pedagogy in the classroom so as to minimise the risk of infection transmission via:

- a. Front facing teaching
- b. Teacher to keep 2m away from pupils at all times in the secondary phase
- c. Class bubbles are maintained in Reception through to Year 8, with year bubbles in Years 9 to 13.
- d. In the secondary phase teachers move to the pupils where possible to minimise movement around school
- e. In the primary phase the class teachers teach their own class at all times to minimise staff movement between bubbles e.g. no setting in Maths and English in Year 6

- f. Seating plans are used for all lessons in the secondary phase to aid track and trace
- g. Double lessons are timetabled to minimise movement and maximise learning time in school.

2.2 Remote Learning via Microsoft Teams:

Microsoft Teams is used for remote teaching and learning when either a pupil or a member of staff is unable to attend the school but is nevertheless able to work e.g. during a pandemic is self-isolating having been identified by track and trace as at risk. Different combinations of remote learning and face to face teaching exist to ensure consistency of learning for all pupils.

Pupils and teachers in the secondary phase follow the full timetable for Teams lessons. If a pupil or group of pupils is sent home from school, or is unable to attend in the first place, then their Teams lessons will commence from 11am on the morning of isolation e.g. period 3.

Pupils and teachers in Years 1 to 6 follow a reduced timetable for Teams lessons which prioritises the core subjects of Maths and English and are timetabled for the morning only. Additional work and that of other subjects beyond Maths and English is set on the SeeSaw remote learning platform. Teams lessons for the primary phase will also begin from 11am on the morning of isolation.

2.3 Combinations of Remote Teaching via Teams at Liverpool College:

- a. Teacher in school and whole bubble/year group at home: Teacher delivers lesson via Microsoft Teams from their usual teaching classroom. All pupils attend from home. Registers are taken and non-attendance is followed up by the pastoral team as per attending lessons in school.
- b. Teacher at home and whole bubble / year group at home: Teacher delivers lesson via Microsoft Teams from their home, ensuring all safeguarding guidelines are followed e.g. no 121 Teams lessons and suitable background and clothing to ensure appropriate professionalism at all times. Registers are taken and non-attendance is followed up by the pastoral team as per attending lessons in school.

Should any pupil in that bubble or year group that are self-isolating be able to attend school e.g. if they were absent during the time when the possible transmission occurred, then they are able to attend school and sit in the classroom with the teacher while they deliver the Teams lesson to the majority of pupils working at home.

- c. Teacher at home and pupils in school: Teacher delivers lesson via Microsoft Teams from their home, ensuring all safeguarding guidelines are followed e.g. no 121 Teams lessons and suitable background and clothing to ensure appropriate professionalism at all times. The Teams lesson is projected in the classroom to the pupils and a cover teacher is present in the classroom to ensure positive behaviour for learning as well as supporting logistics e.g. distribution of worksheets etc.
- d. Teacher in school and individual pupils or small groups of pupils self-isolating, with the majority of the class in school: Teacher delivers their lesson 'dually' i.e. focus is on front facing face to face teaching in the classroom but those pupils at home are formally invited to join via Teams. The teacher should ensure that sound is accessible and wear a roaming microphone (or equivalent) if necessary so as to ensure that the pupil is able to access the learning happening in the classroom.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers should be available between 8.30am and 4.15pm, depending on their timetable and phase of working.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- in the secondary phase, following their usual timetable on Microsoft Teams from 11am on the first day of pupil self-isolation
- in the Primary phase for Years 1 to 6 providing remote learning in Maths and English from 11am on the first day of pupil self-isolation
- ensuring that there is some communication set up with EYFS pupils on SeeSaw on day 1 to ensure continuity of school provision from the outset
- providing high quality remote learning to ensure accelerated progress through the LCA+ Curriculum for all year groups
- engaging in all combinations of remote learning as outlined in Part 2 of this policy
- ensuring that Teams lessons are interactive and include repeated checkbacks on pupil engagement
- using SMHK (secondary phase) and SeeSaw (primary phase) learning platforms effectively so that both pupils and parents can track their learning
- following the LCA+ curriculum at all times, including for their remote lesson planning
- including a pastoral element to their Teams lessons e.g. if a form teacher in the secondary phase ensure that LC time is delivered via Teams
- referring behavioural issues to the pastoral lead
- responding to emails from parents within a reasonable time
- forwarding any emails regarding complaints about the nature of remote learning to the relevant HoF and academic lead to deal with
- providing reasonable cover for absent staff, including in the classroom to support Teams lessons delivered from home by colleagues
- marking and providing feedback to pupils appropriate to ensure progression in their learning
- recording each of their Teams lessons, keeping them in their One Drive, to be able to share for catch up of absent pupils if necessary whilst still relevant and current
- attending virtual Teams staff meetings and CPD when requested
- reporting any IT technical issues to the ITHelpdesk as soon as is possible
- recording attendance on SIMS for every Teams lesson, following the agreed SIMS codes.

3.2 Learning Support Assistants (LSAs) and I2Is

When assisting with remote learning, teaching assistants should be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, learning support assistants are responsible for:

- supporting pupils who are not in school with learning remotely as directed by the class teacher or Assistant Principal (Gail Gannon in PrePrep, Anne Pease in Prep and Karen Duffy in the secondary phase)

- providing small group interventions remotely, both from within school and from home, to enable intervention groups to take place across bubbles in the primary phase
- attending virtual meetings with teachers, parents and pupils where necessary
- providing high quality planned support delivered remotely for individual pupils or small groups of pupils
- following the safeguarding and professional procedures for remote learning at all times e.g. invite another adult if delivering a 121 session.

3.3 Heads of Faculty and Subject Leads

Alongside their teaching responsibilities, Heads of Faculty and Subject Leads are responsible for:

- their subject's LCA Curriculum, including considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- working with teachers delivering their subject remotely to make sure all work set is appropriate and consistent
- working with other Subject Leads and Senior Leaders to make sure work set remotely across all subjects is appropriate and consistent, and appropriately spaced deadlines are being set monitoring the remote work set by teachers in their subject
- alerting teachers to resources they can use to teach their subject remotely
- monitoring external curriculum and testing requirements e.g. specification changes or changes to external examinations, for their subjects.

3.4 Heads of House in the Secondary Phase

Working alongside the Senior Leadership Team, and in particular the Assistant Principal: Guidance, Heads of House are responsible for:

- monitoring the attendance of pupils within their College House framework and following up any non-attendance via, for example, email, liaison with the AP: Guidance or possibly the EWO if appropriate.
- following up any pastoral concerns arising from pupils working from home and in school
- flagging up to the relevant member of the Senior Leadership Teams (AP: Guidance and the AP: Safeguarding and Inclusion) any worries or concerns around safeguarding for those pupils working from home
- supporting the teaching staff in dealing with incidents of poor behaviour both within school and during Teams lessons on line.

3.5 SENCO

The SENCO's responsibilities remain the same during remote learning as when pupils are in school, namely:

- ensuring that all teachers follow the pupil profiles for each SEND pupil they teach
- ensuring that these pupil profiles are up to date and shared with teaching staff as normal
- meeting with parents and pupils remotely via Teams to ensure that pupil profiles are up to date
- attending appropriate meetings for our SEND pupils with external agencies via Teams.

3.6 Senior Leaders

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- co-ordinating the remote learning approach across the college
- communicating with parents and carers about remote learning
- monitoring the effectiveness of remote learning via online platform reporting, liaising with teachers, pupils and parent voice
- providing quality CPD to aid teachers in the delivery of high-quality remote learning and relevant pedagogical developments e.g. front facing teaching
- monitoring the security of remote learning systems, including Data Protection and safeguarding considerations
- the provision of appropriate IT systems to facilitate remote teaching and learning.

3.7 Designated Safeguarding Lead

The DSL (AP: Safeguarding and Inclusion) is responsible for:

- training staff in correct safeguarding procedures for teaching remotely, including sharing the latest from KCSIE 2021
- providing online safety guidance for pupils and parents
- following up any online safety or safeguarding concerns

3.8 IT Support Staff

IT Support Staff are responsible for:

- fixing issues with systems used to provide remote teaching and learning
- providing functioning hardware and software appropriate for online learning provision
- prompt and satisfactory handling queries and issues from staff via the IT Helpdesk
- reviewing the security of remote learning systems and flagging any Data Protection breaches to the Data Protection officer

3.9 Pupils and Parents

Staff should expect pupils learning remotely to:

- follow the usual timetable via Teams when self-isolating but not unwell, attending all lessons as they would do if they were physically present in school
- attend Teams lessons from 11am on Day1 of home learning
- participate fully in Teams lessons, being active rather than passive learners
- regularly log onto SMHK and complete work to the deadline set by teachers
- seek help if they need it from teachers or House Mentors
- alert teachers if they're not able to complete work, explaining their reasons

Staff should expect parents with children learning remotely to:

- inform the school if their child is sick or otherwise can't complete work
- seek help from the school if they need it

- be respectful when making any complaints or concerns known to staff

3.10 The Governing body

The governing body is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ensuring that the school maintains appropriately secure remote learning systems, for both Data Protection and safeguarding reasons
- ensuring that the diverse needs of all pupils continue to be met

4. Who to contact

If parents or pupils have any questions or concerns about remote learning, they should contact:

- All PrePrep concerns or issues – email ggannon@liverpoolcollege.org.uk
- All Prep concerns or issues – email apease@liverpoolcollege.org.uk
- All SEND concerns or issues – email kcrook@liverpoolcollege.org.uk
- All concerns about data protection – email hcassidy@liverpoolcollege.org.uk
- Secondary phase issues with the setting of the work – email the subject teacher
- Secondary phase pastoral concerns: email the House Mentor or the Assistant Principal: Safeguarding and Inclusion, Mrs Duffy on kduffy@liverpoolcollege.org.uk
- Secondary phase attendance to online lining: follow the usual attendance reporting procedures or email Mr Fox, Assistant Principal: Guidance on afox@liverpoolcollege.org.uk
- Secondary phase issues with IT – email Mr Fox, Assistant Principal: Guidance on afox@liverpoolcollege.org.uk
- Secondary phase concerns about safeguarding – email kduffy@liverpoolcollege.org.uk
- Sixth Form concerns – email the Assistant Principal: Head of Sixth, Mr N Griffith on ngriffith@liverpoolcollege.org.uk

If staff have any questions or concerns about remote learning, they should contact:

- Issues in the PrePrep email ggannon@liverpoolcollege.org.uk
- Issues in the Prep School – email apease@liverpoolcollege.org.uk
- Issues with behaviour in the secondary phase – talk to / email Mr Fox, Assistant Principal: Guidance on afox@liverpoolcollege.org.uk
- Issues with IT – email ITHelpdesk@liverpoolcollege.org.uk
- Issues with their own workload or wellbeing – talk to their line manager in the first instance
- Concerns about data protection – email hcassidy@liverpoolcollege.org.uk
- Concerns about safeguarding – talk to / email kduffy@liverpoolcollege.org.uk

5. Data Protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use the Liverpool College secure cloud service and Liverpool College server on our own IT network
- Use school laptops to provide Teams lessons

5.2 Processing personal data

On rare occasions, staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online and then disposed of as outlined in our policies.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- making sure the device locks if left inactive for a period of time
- not sharing the device among family or friends
- installing antivirus and anti-spyware software
- keeping operating systems up to date – always ensure the latest updates are installed.

6. Safeguarding

Staff should bring immediately to the attention of the Designated Safeguarding Lead and Senior Leadership Team any behaviours by adults or children themselves that may be inappropriate or harmful as defined under the Safeguarding Policy. This includes when teaching and learning remotely as per this policy.

Annex C of Keeping Children Safe in Education (2021) provides schools with further key information and guidance.

The DfE guidance "Teaching Online Safety in Schools" (June 2019) also outlines how the College can ensure pupils understand how to stay safe and behave online as part of curriculum requirements.

7. Monitoring arrangements

This policy will be reviewed annually by the Vice Principal (Education). At every review, it will be approved by the Principal and Governing Body.

8. Links with other policies

This policy is linked to:

PD07 - Behaviour management Policy

CP01 – Safeguarding and Child Protection Policy

MI02 - Data Protection policy and privacy notices

MI06,07,10 - IT Acceptable Use Policy

MI08 Data Retention Policy

TL01 - Teaching and Learning Policy

TL02 Curriculum Policy

TL06a SEND Policy

Home-school agreement