

# St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY  
Service Compassion Justice Perseverance



## **REMOTE LEARNING POLICY (COVID-19)**

APPROVED: January 2021  
DATE TO BE REVIEWED: July 2021

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At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

### **Our vision**

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

### **Our Mission**

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech '

***Titus 2: 7-8***

### **St Martin's School Prayer**

Dear God

We thank you for your love and your promise to be with us.

At school or work, at rest or play, help us to feel near to you and hear your voice.

Guide each one of us to be like St Martin by always showing respect, encouraging one another and serving our community.

Help me to be aware of my talents, be independent, enquiring and hopeful for the future.

Amen

*Inspired by St Martin's Original School Prayer*

We nurture. We develop. We educate. We are St Martin's.

## **1. INTRODUCTION**

St Martin's reopened to all students in September 2020 following school closure due to the global pandemic. As part of the government guidance, full opening of schools, we are required to have a contingency plan for students to continue their learning if they are unable to come to school due to COVID-19 infection or in the case of a local or national lockdown.

The aim of this policy is to consider the practical implementation of blended learning across a number of scenarios in order to ensure staff, governors, students and their families are clear about expectations and responsibilities.

Our school values of Service, Compassion, Justice and Perseverance underpins how we have put this policy together so that it is inclusive and recognises that although technology is a key factor, we are fully aware that not everyone has access to the Internet or has their own laptop or tablet. To overcome this we have identified students with no access or limited access so that paper resources will be made available and any electronic equipment the school has can be distributed to those students in most need.

We recognise the school's responsibility to provide an approach to learning that will enable students to access the curriculum on site and as part of home learning. We have considered the newly published [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020.

As part of this policy, we have also considered and drawn from advice from unions, NEU [Coronavirus: blended learning guidance](#) and NASUWT [Remote and Blended Learning](#)

## **2. Roles and responsibilities**

### **The Governing Board is responsible for:**

- a. Ensuring that the school has robust risk assessment procedures in place Ensuring that the school has a business continuity plan in place, where required
- b. Evaluating the effectiveness of the school's remote learning arrangements

### **The Headteacher is responsible for:**

- a. Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- b. Ensuring that there are arrangements in place for monitoring incidents associated with remote learning
- c. Arranging any additional training staff may require to support students during the period of remote learning.
- d. Conducting reviews of the remote learning provision to ensure the quality of students' education is not compromised
- e. Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning
- f. Ensuring that students identified as being at risk are provided with necessary information and instruction, as required
- g. Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents

### **The School Business Manager is responsible for:**

- a. Arranging the procurement of any equipment or technology required for staff to teach remotely and for students to learn from home
- b. Ensuring value for money when arranging the procurement of equipment or technology
- c. Ensuring that the school has adequate insurance to cover all remote working arrangements

**The Data Protection Officer (DPO) is responsible for:**

- a. Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- b. Ensuring all staff, parents, and students are aware of the data protection principles outlined in the GDPR
- c. Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018
- d. Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data

**The IT Technician is responsible for:**

- a. Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required
- b. Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, undertaking stress testing
- c. Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all students and staff

**Senior Leaders are responsible for:**

- a. Coordinating the home learning approach across the school
- b. Monitoring the effectiveness of home learning through regular meetings with Heads of Department
- c. Carrying out quality assurance reviews, learning walks, sampling learning, obtaining feedback from parents/carers and students

**The Designated Safeguarding Lead (DSL) is responsible for:**

- a. Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- b. Liaising with the IT Technician to ensure that all technology used for remote learning is suitable for its purpose and will protect students online
- c. Identifying vulnerable students who may be at risk if they are learning remotely
- d. Ensuring that child protection plans are enforced while the student is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for students who are at a high risk, where required.
- e. Identifying the level of support or intervention required while students learn remotely and ensuring appropriate measures are in place.
- f. Liaising with relevant individuals to ensure vulnerable students receive the support required during the period of remote working
- g. Ensuring all safeguarding incidents are adequately recorded and reported

**The SENDCO is responsible for:**

- a. Ensuring that students with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternative arrangements for students with EHC plans and IHPs

- b. Identifying the level of support or intervention that is required while students with SEND learn remotely
- c. Ensuring that the provision put in place for students with SEND is monitored for effectiveness throughout the duration of the remote learning period

**Teaching Assistants are responsible for:**

- a. Liaising with the class teacher to plan differentiated learning
- b. Liaising with the SENDCO to identify intervention for vulnerable students
- c. supporting students to ensure that they understand the learning
- d. Providing specialised support to students according to their learning needs

**Teachers must be available from 8.15am to 3.15am and are responsible for setting work for their classes:**

- a. Planning learning similar to the work covered by the students if the school is open
- b. Setting that is uploaded on time for timetabled lesson and being available during the lesson time to follow up on any questions and queries
- c. Uploading work onto google classrooms
- d. Teaching live lessons according to the agreed timetable
- e. Providing work that follows the curriculum as published on the remote learning year plans
- f. Marking and assessing learning in line with the agreed policy
- g. Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate
- h. Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate
- i. Taking part in any training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software
- j. Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- k. Reporting any defects on school owned equipment to the IT Technician

**Heads of Department alongside their teaching are responsible for**

- a. Working with their team to ensure all work set is appropriate and consistent across the department as well as home work
- b. Being linked to the google classroom to monitor and support live lessons
- c. To ensure learning is marked and assessed according to the policy
- d. To monitor and review the remote curriculum amending where necessary and following up on impact and gap analysis of students learning
- e.

**Parents/Carers are responsible for:**

- a. Adhering to this policy at all times during periods of remote learning
- b. Ensuring their child is available to learn remotely and that the school work set is completed on time and to the best of their child's ability
- c. Making the school aware if their child is unable to complete their learning
- d. Being respectful when making any complaints or concerns known to staff
- e. Reporting any technical issues to the school as soon as possible
- f. Ensuring their child uses the equipment and technology used for remote learning as intended
- g. Adhering to the Safeguarding Code of Conduct at all times
- h. If a student is provided with school owned devices the student and their parent will sign and adhere to the Online Safety/Acceptable Use Agreement prior to commencing remote learning
- i. All school owned devices will be returned to school in good condition in accordance with the agreement duly signed by the student and parent

**Students are responsible for:**

- a. Adhering to this policy at all times during periods of remote learning
- b. Ensuring they are available to learn remotely and that their school work is completed on time and to the best of their ability
- c. Complete work set by their teachers to the required deadline
- d. Ask for help if they need it, from their teachers, teaching assistants or other school adults
- e. Have positive behaviour and engagement to their learning
- f. Reporting any technical issues by emailing the school [smartins@smartins.academy](mailto:smartins@smartins.academy) as soon as possible
- g. Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set
- h. Ensuring they use any equipment and technology for remote learning as intended
- i. Adhering to the Behaviour for Learning Policy and the remote learning etiquette at all times

**3. RESEARCH EVIDENCE**

There is an emerging body of research into 'blended learning', a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. This new approach to teaching and learning has grown due to widespread unprecedented school closure. The evidence of what works is clear and strengthening. The Education Endowment Foundation (EEF) research evidence on supporting students to learn remotely has been used to guide this policy [Best evidence on supporting students to learn remotely](#)

The EEF's research has identified the following 5 key areas to consider for successful blended learning provision [rapid evidence review for distance learning](#) and [Remote Learning: Rapid Evidence Assessment](#)

**Teaching quality is more important than how teaching is delivered**

Providing that the established principles for introducing new knowledge are adhered to (explanation, scaffolding, feedback) then there is no difference between the effectiveness of real time remote lessons or pre-recorded material. What matters most is that each learning sequence builds on prior understanding.

**Ensuring access to technology is key, particularly amongst disadvantaged pupils**

Lack of access to appropriate technology is a barrier to effective participation in remote learning. We need to be aware of pupils who may have less access than others and require extra provision/ support.

**Peer interaction provides motivation and improves learning outcomes**

Peer marking, modelling and sharing of work, as well as live discussion and the use of shared forum functions for collaborative learning are all useful strategies to motivate and help progress whilst engaging learners.

**Supporting pupils to work independently can improve learning outcomes**

Using metacognitive approaches to encourage reflection and promote deliberate practice helps learners engage more effectively but also reminds them of key learning and thinking skills.

**Different approaches to remote learning suit different types of content and pupils** Teachers will be supported to reflect on different approaches to remote learning and what will be most effective to deliver their subject content through ongoing CPD and coaching.

#### **4. REMOTE PROVISION**

The government, in their [guidance to schools](#), has specified minimum expectations for remote provision.

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work.
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

We recognise that when providing remote learning, it has to be varied and engaging. The research is clear that students should be facilitated to engage in a variety of remote learning activities, including direct instruction, real time/ live lessons, recorded sequences, quizzes, formal assessments, discussion forums, break out rooms and online material. More information has been outlined below on how our google classroom platform can be used.

#### **Google Classroom and Live Lessons**

This will be the main way in which teachers will teach their lessons. Live Lessons involve presenting new information and talking to a class on Google Classroom. Teachers will usually use a powerpoint or other presentation tools, and students will have the ability to interact and ask questions through the chat function.

These lessons are likely to be between 45 - 60 minutes depending on the task, with the remainder of the lesson given over to time for the students to complete their work. If it is agreed, a recording of the live lesson will be made available after the lesson.

#### **Pre-recorded videos**

Teachers can create a pre-recorded video of them explaining a concept and the work to be completed. The advantage of this method is that a wider range of resources can be used for example the interactive whiteboard, visualiser, art equipment, science experiment.

#### **Pre-recorded Powerpoints**

Teachers can create a powerpoint with voice-over recording in order to create a resource that can easily be accessed again and again. It also enables teachers to create a resource that explains in detail and with clarity that may sometimes be missed. It will allow students to be independent learners reviewing their learning and going over key concepts.

## **5. STUDENTS WITH SEND**

Students who normally have SEND support will continue to have this input remotely in line with their timetable. Teaching Assistants will support their allocated students during home remote learning through google classroom chat, supporting the main subject live lesson, or by providing small group live learning that will develop the student's ability to work independently.

The SEND staff team will also liaise with families and students regularly throughout the period of remote learning. Students with EHCPs will receive a weekly phone call from the Head of Inclusion or from their allocated Teaching Assistant. This will include progress and wellbeing checks.

## **6. PASTORAL SUPPORT**

Ongoing pastoral support is central to ensuring our students remain linked to the St Martin's community during any period when they are not in school. This occurs through a variety of contact with their Form Tutors, Progress Leaders, Chaplain, through the virtual Tutor Time, Whole School and Year Collective Worship and Assemblies.

## **7. APPROACHES FOR DIFFERENT SCENARIOS WHERE BLENDED LEARNING MAY BE REQUIRED**

### **Teacher absence due to self or family isolation whilst awaiting a COVID-19 test result**

Staff members will be expected to set work via google classroom providing they are well and not caring for a dependant within the household who is unwell. COVID-19 return to work procedures to be followed.

As circumstances dictate and if the teacher remains well, then they should continue to set work via google classroom, and, in negotiation with the teacher, provision will be put in place for them to deliver lessons remotely specifically for key stage 4 and key stage 5 examination classes. They will continue to assess work on line. This will take immediate effect after the teacher goes into isolation and will continue for the duration of the time they are physically absent from school, providing they are well. If they are unwell and unable to work, cover would be set by their Head of Department.

### **Student absence due to self or family isolation whilst awaiting a COVID-19 test result**

Parents/carers must inform the school that COVID-19 symptoms are the reason for their absence and follow NHS111 guidance as to who needs to isolate and book a test.

Teachers will initially be asked to set work via google classroom( or arrange for paper packs for students who do not have access electronically) Parents/carers should notify the school of results of the test and follow advice from the school about when they may return. Whilst the household is in quarantine the student will have work set via google classroom and receive feedback from their teachers on what they have submitted. A weekly wellbeing catch up (either via google meet or a phone call) with their form tutor or Progress Leader.

Students who are unwell need to focus on getting better and the school will help them to catch on any work they have missed when they return fit and well. However, students who are absent for

Covid-related issues, and are well enough, will be able to access work they miss via google classroom once staff have had the opportunity to upload this at the end of their working day.

### **Long term student absence due to shielding or COVID related concerns regarding either themselves or a member of their family.**

In this eventuality provision will be negotiated on a case by case basis, but will include an individual timetable, learning set via google classroom, or paper packs and weekly wellbeing catch ups with Form Tutor and Subject Teachers and Progress Leader.

### **Track and trace case within a bubble**

If an entire bubble is required to isolate then their timetable will be delivered through remote learning. Paper packs provided for those who will need them. Teachers will set up virtual learning through google classroom where students will log in. This could (as per EEF research) take a number of formats; live lessons, pre-recorded, assessments etc. Students will receive feedback via google classroom. Teachers will expect to deliver lessons according to their school timetable.

### **Track and trace case involving several members of staff**

If a large number of staff are required to isolate at one time the school may need to move to Tier 2 guidance for operating on a rota system to different year groups. During isolation staff not in school will provide remote learning for their classes (if they remain well). There will also continue to be pastoral well being checks.

## **8. REMOTE TEACHING AND STUDY TIME**

We will follow the government guidance outlined in the remote learning publication on the expected number of hours each day that students should have access to remote education (including remote teaching and independent work). You can read the guidance on remote education [Restricting attendance during national lockdown: schools](#)

Students in Key Stage 3 (Years 7-9) will follow their normal daily timetable of subjects. Our lessons are taught as 50 minute or 1 hour 40 minute sessions. The 50 minute lessons will continue as normal. For the longer lessons, all departments have a bespoke plan to use some of the 1 hour 40 minute time slots for teaching and some for independent learning. Some of the learning will be live and other learning time is for independent learning through work set in the google classroom.

### **Key Stage 3: Average daily hours of learning is 4.5 hours**

Students in Key Stage 4 (Years 10-11) will follow their normal daily timetable of subjects. These are exam groups and cannot miss the contact time needed with their teachers. The majority of their lessons will be live with an opportunity for independent learning through assignments set in the google classroom.

### **Key Stage 4: Average daily hour is 5 hours**

Students in Key Stage 5 (Years 12-13) will follow their normal daily timetable of subjects. This varies for each individual student based on the combination of subjects they have chosen. For Key Stage 5 this will include both remote lessons with a significant number of live lessons as well as designated study time.

## **Key Stage 5 average daily hours: 6 Hours**

### **9. PROVISION FOR STUDENTS WITH NO ACCESS TO INTERNET AND ELECTRONIC EQUIPMENT**

Students may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

The school has some 4G wireless routers and laptops from the DfE for vulnerable and disadvantaged students that we are able to loan. These are limited numbers of these and they will be allocated where there is financial hardship or other technological disadvantage in all year groups and will always look to expand this where possible

Where this is not possible, printed materials, workbooks, worksheets, and any additional learning resources alongside teachers' instructions will be provided to students for collection from the Main School Reception. The year group Progress Leader will liaise with subject teachers

Completed work should be returned to the school so that teachers can assess the learning and give feedback and support

### **10. MARKING AND FEEDBACK**

- a. All schoolwork set through remote learning must be:
  - Complete when returned to the relevant member of teaching staff
  - Returned before the deadline set by the relevant member of teaching staff
  - Completed to the best of the student's ability
  - The student's own work
  - Marked in line with the Behaviour for Learning Policy
  - Returned to the student, once marked, by an agreed date
- b. The school expects students and staff to maintain a good work ethic and a high quality of work during the period of remote learning.
- c. Students are accountable for the completion of their own work – teaching staff will contact parents/carers via email if their child is not completing their school work or their standard of work has noticeably decreased.
- d. Work that cannot be completed for genuine reasons will be completed when the pupil returns to school
- e. Teaching staff will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible
- f. Teaching staff will monitor the academic progress of students with SEND and discuss additional support or provision with the SENDCO as soon as possible

### **11. SAFEGUARDING**

The school has a rigorous process and protocols for staff and student safeguarding for online learning and for live lessons. These have been agreed and shared with staff, students and families. Safeguarding protocols are available on the school website. This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

- a. The DSL and Headteacher will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- b. The DSL will arrange for regular contact to be made with vulnerable students, prior to the

- period of remote learning
- c. Phone calls made to vulnerable students will be made (using school phones where possible)
  - d. The DSL will arrange for regular contact with vulnerable students, with additional contact, including home visits, arranged where required
  - e. All contact with vulnerable students will be recorded electronically and suitably stored in line with data protection policy
  - f. The DSL will keep in contact with vulnerable students' social workers or other care professionals during the period of remote working, as require
  - g. All home visits must:
    - Have at least one suitably trained individual present
    - Be undertaken by no fewer than two members of staff
    - be suitably recorded on paper and the records stored so that the DSL has access to them
    - Actively involve the student
  - h. Vulnerable students will be provided with a means of contacting the DSL, the deputy or any other relevant member of staff. This arrangement will be set up by the DSL prior to the period of remote learning and will be published on the school website
  - i. The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable students learning remotely
  - j. All members of staff will immediately report any safeguarding concerns to the DSL

## **12. DATA PROTECTION**

### **Accessing personal data**

When accessing personal data for home learning purpose, all staff members will:

- Use their school google email address only as the method of communication to students, parents and carers and any external agencies
- All devices should be locked and not left unattended when working from home
- Adhere to the home learning guidance.

### **Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the home learning system. As long as this processing is necessary for the schools official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

### **Keeping devices secure**

- All staff members will take appropriate steps to ensure their devices remain secure. This includes, but not limited to:
- Keeping the device password protected
- 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 install the latest updates

## **13. MONITORING AND REVIEW OF THE POLICY**

This policy will be reviewed yearly in the first instance by the school leadership team.

This policy will be reviewed earlier than the date given as required and when further government guidance is issued that will impact and change our plans for remote learning. Further information on remote learning can be found on our [Home Learning](#) page on our website.

## **14. LINKS WITH OTHER POLICIES**

- This policy is linked to our:
- Behaviour for learning policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home school agreement
- ICT and Internet acceptable use
- Online safety policy

Link to: [staff working off site during covid-19 pandemic](#)

[Data protection do's and don't homeworking](#)

[Risk list homeworking](#)

## APPENDIX 1

The following is an extension to the St Martin's E-safety and Internet use policy and covers the use of Google Meet for live online lessons with your teachers.

### STUDENT ETIQUETTE

**I will be responsible for my behaviour and actions when using this technology and will continue to uphold the four St Martin's expectations: *I am ready to learn, I treat everyone with respect, I am proud of my school and I will choose to do the right thing.***

- I will only join video conferences that have been set up by my teacher on Google Meet and will not set up my own video conferences
- I will only log in using my St Martin's username and I will not allow any person who is not in the class access to the live lesson
- I will be ontime for my online lessons
- I will only take part in live streaming if an adult in my household knows that I am doing it
- I will make sure that I am in an environment in my home that is quiet, safe, public (e.g. not my bedroom) with an appropriate background and free from distractions
- I will wear appropriate clothing for the session
- I will not record or take photos/screenshots of my teachers or other students
- I will not share any resources or videos created by my teachers on social media or with anyone who is not a teacher or student at St Martin's
- I will keep my microphone on mute until the teacher asks me to speak
- If I want to speak I will raise my hand or ask a question in the comment box
- I will only use the comment box to ask appropriate questions of the teacher and not to chat to friends
- I will use language that is appropriate for the classroom
- I understand that the live lesson may be recorded by the teacher in the school system for monitoring and for any student who may have missed the lesson
- I will confirm to my teacher before every live online session that I have read the student etiquette and agree to follow them during the live online session
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions may be applied and my parents will be contacted.