



Remote Learning Policy

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Description: This policy outlines the School's approach to remote learning.

OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

1.0 INTRODUCTION

- 1.1 Lingfield College, incorporating Lingfield College Nursery, Lingfield College Prep and Lingfield College Sixth Form (Lingfield College) is fully committed to the continued provision of a varied and engaging education in the event of full or partial school closure. This policy summarises how this provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided for all concerned. The intended outcome is to maximise pupil learning, following the curriculum but also allowing opportunities for additional unplanned learning that radical changes to lifestyle and ways of working may present.
- 1.2 The policy is for the whole Lingfield College community: teachers, parents and pupils. Wherever the word 'Staff' is used in this document, it covers ALL staff on site, including governors, ancillary supply and self-employed staff, contractors and volunteers working with children.
- 1.3 This is a new and evolving policy that we will regularly review and may opt to update if we feel there is a benefit.



2.0 REGISTRATION, FORM PERIODS AND ASSEMBLIES

2.1 Senior School

- All pupils are expected to log in to Firefly and Teams by 8:30 each morning, from Monday to Friday to keep that all-important work routine. Each form group will have a Teams meeting at 8:30 for registration. See link here for more detail: <https://lingfieldcollege.fireflycloud.net/digital-learning-1/microsoft-teams---video-live-lessons/how-parents-can-support>.
- If a pupil does not log in for registration then parents will be contacted by the school office initially.
- Monday Period 1 will be used to get organised for the week ahead. Pupils must ensure their inboxes, Firefly task lists and OneDrive files are organised properly. Tutors will meet with some Pupils during these sessions to check organisation, discuss pastoral issues or catch up about any other matters. Pupils will have a one to one check in with their tutor at least once per fortnight.
- Pastoral staff, including Heads of Year and Heads of Department may deliver wellbeing-themed messages or assemblies during Monday period 1.
- On a Friday period 1 tutors will deliver PSHE/Votes for Schools or some other form activity.
- Pupils should update Tutors about any issues preventing them from completing work as expected.

2.2 Prep School

- Pupils will be given a timetable to follow which can be used as a guide to structure their learning.
- KSI & KS2 will start each day with a Registration and there will be another registration after lunch.

3.0 TEACHING AND LEARNING

The quality of learning is at the heart of our policy and should always take precedence over the method or delivery platform.

3.1 Senior School

- The Senior School will follow a full timetable, with the exception that lessons are shortened by 10 minutes.
- Lessons should start with a teacher-led Teams meeting to guide learning for that period. Firefly should be used for all task setting, not the Assignment option on Teams.

3.2 Prep School

Learning needs to come from both individual and group effort, with enough opportunity for a teacher to assess and give feedback to each pupil. Remote Learning presents a golden opportunity to address head-on what is often a creative tension between the desires for independent learning and direct teacher engagement. It can also allow for flexibility for teachers to set tasks of varying lengths, as appropriate to the subject, and for pupils to organise their days as befits their personal circumstances and learning styles.



- 3.3 For a short or partial school closure, lessons will be delivered according to the school timetable, though some adaptation may be needed depending on the circumstances and duration of the closure. However, for extended periods of school closure, we will use a more streamlined 'Remote Learning Timetable'. This also allows space for a programme of academic enrichment, daily reading, exercise and the pursuit of other interests.
- 3.4 All pupils are encouraged to use the time to read regularly every day. This has many benefits, including a break from screens and a personal space to unwind.
- 3.5 Principles
- Real-time or 'live' lessons with a teacher can be very beneficial, not least in providing structure and points of contact for the pupils during the day. Where possible, teachers are expected to have at least 5 minutes live lesson time for every lesson to touch base even if the Pupils then continue with prior work/project. This will differ across the school dependent upon the child's age. At the same time, effective learning can take place through other kinds of 'interactive' lessons, not necessarily delivered 'live'.
 - Digital technology allows for enhanced one-to-one feedback from teachers, via instant messaging or audio, and the teacher presence can be conveyed through pre-recorded introductions to tasks. Firefly tasks allow for audio feedback to be given.
 - We will continually evaluate and review the most effective methods of teaching, delivery of learning and communication with staff, pupils and parents.
- 3.6 Practice
- Teachers, pupils and parents will all need to show some flexibility and consideration of each other's home circumstances.
 - It is anticipated that teachers will take part in regular interactive lessons in real time with each class, although tasks may also be set which do not involve the teacher to be present, especially in those subjects where there is more than one interactive lesson a week.
 - Interactive lessons may be delivered by a teacher who is not the regular class or set teacher.
 - Where a teacher is unwell, the teacher will email the class through Firefly and set work/activities for the day that do not require 'live' teaching.
 - Teachers will not set more work than would normally be expected over the course of a week. Given that all work is now done at home, the traditional concept of 'Homework' is now redundant.
- 3.7 In Prep School, weekly task-setting allows pupils and teachers the flexibility to either follow the current timetable, or set more frequent but shorter tasks over the week, or indeed set a single longer task in subjects such as Art.
- Teachers will think carefully about building in opportunities for different types of interaction to ensure children have opportunities to work individually, with their peers or with teachers. This interaction will also form part of the feedback and assessment process with a mix of self-assessment, peer- assessment and verbal teacher feedback.
 - Pupils may be set work that has to be printed out. Teachers should avoid setting too many tasks that require printing as printers, paper and toner may not be available to parents.



3.8 How Interactive Lessons will work

Interactive lessons can take various forms including:

- All lessons should be scheduled using the calendar in Teams.
- In the Senior School, all teachers should be live for face to face Teams meetings at the beginning of each lesson. Where possible many of the Prep School lessons will be in this format, although to allow for more family flexibility some may be videoed and put on Firefly or on the Independent learning Diary for Foundation Stage so they can be viewed at a more convenient time.
- An introduction from the teacher followed by the teacher supporting the pupils' work through live messaging on Teams.
- In the Senior School staff should use Firefly, rather than email, where possible, when communicating with pupils to prevent INBOX overload.
- In the Prep School, staff will use 'Teams' and emails to communicate with pupils.
- A pre-recorded teaching section with quiz-style questions on Firefly.
- Online assessment through quizzing tools such as Kahoot or Quizlet! Teachers should use Firefly rather than Team Assignments for setting work.
- Flipped learning where the pupils record answers to topics and share their recordings with the rest of the group.
- Pair work or group work (e.g. through Teams break out rooms, Firefly or shared documents)
- Teacher and pupils engaged in discussion or debate, sharing a screen, and using live messaging/chat function (live lesson). It is expected that meeting settings should be changed by the teacher so that Pupils cannot share their screens/mute others etc. However, there might be circumstances where sharing screen will be desired for older Pupils.
- Where possible teachers should minimise the amount of work that is required to be printed off.
- Prep School pupils will have a range of options on sharing completed work with their teachers. This includes, live feedback via Teams, including using the 'chat' function, emailing work, feedback via Firefly, or uploading work to Seesaw.
- All live lessons will be recorded by the teacher and stored in the chat area of the lesson. All one to ones with pupils will also be recorded. These recordings are stored for 20 days.

3.9 Pupils should plan their day with appropriate rest and exercise breaks so they can concentrate fully on the quality of work they accomplish in each subject. They should set themselves high standards and not rush through the tasks.

3.10 From Reception to Year 13 pupils will have access to weekly timetables they can use to help manage their workload and activities throughout the week.

3.11 Learning will take into account the accessibility of resources available to pupils at home e.g. access to the Internet, availability of printers. The amount of 'screen time' will also be considered when setting tasks. For Prep School pupils, where often a more hands-on approach is required by parents, there will be flexibility with deadlines as we wish to limit family stress.



- 3.12 **Early Years Foundation Stage (Nursery)** – pupils will be sent activities and videos via the Interactive Learning Diary (ILD) under the Learning Zone.
- 3.13 **Reception** pupils will be sent activities via the Learning Zone on the children’s ILD. Staff will upload teacher led videos to this area. A timetable is also given to parents with a suggested routine for home learning.
- 3.14 **Key Stage One** - Children will access learning via Firefly and Microsoft Teams and staff will email plans and resources where appropriate. **Key Stage Two** – Children will access learning via Firefly and Microsoft Teams and staff will also email plans where appropriate.
- 3.15 **In Year 10/11 and Sixth Form** a similar mixed economy will operate but there will be greater flexibility over the balance of interactive lessons and independent study, with Heads of Department deciding what will work best for each individual course.

4.0 PLATFORMS FOR SETTING AND SUBMITTING WORK, AND INTERACTING WITH PUPILS

- 4.1 For Years 2 to 13 tasks will continue to be set on Firefly, often on a weekly basis, and parents can monitor the tasks being set for their child through their own parental login. There will be clear instructions on how to approach each task, and how and when this work should be submitted.
- 4.2 In the Senior School pupils must remember to click “Mark as Done” once the task is completed. Regular feedback will be given, usually weekly
- 4.3 Prep School pupils will have a range of options on sharing completed work and interacting with their teachers. This includes, live feedback via Teams, including using the ‘chat’ function, emailing work, feedback via Firefly or uploading to Seesaw. Year 6 give feedback via Firefly or Seesaw. The amount and type of feedback will be age appropriate and managed by the class teacher.
- 4.4 Teams will be used for interaction and delivery of ‘live’ lessons. It is expected that class teachers should try to respond to requests for help or information from pupils during the working day where practicable. Staff are not expected to respond to emails and messages after 5pm or at weekends. Pupils should ensure they have read all instructions carefully before asking for help, and they are submitting their work in the correct way.
- 4.5 Families who encounter IT problems can access support from Prepfirefly@lingfieldcollege.co.uk

5.0 ENRICHMENT ACTIVITIES

- 5.1 For many it will be an opportunity to spend more quality family time together, and we encourage families to enjoy cooking and eating together and using this period of home education to pursue any particular shared interests, whether that be watching classic films, going for a run, playing boardgames, learning a new skill, practising an instrument or doing some art-work.
- 5.2 Over time, Lingfield College may also roll out a programme of enrichment activities, such as challenges and certain clubs etc.
- 5.3 There are Firefly pages with ‘Just for Fun’ activities in the Prep School as well as regular blogs by some staff as well as regular emails being sent home to keep in touch.

There will be a weekly Star of the Week Assembly for all pupils from Reception to Year 6 taken by the Head of Prep School.
- 5.4 Pupils and parents are encouraged to share things they are doing with our Marketing Department, who will add to the School’s social networking areas.



5.5 Furthermore, we would encourage all pupils to think about volunteering or taking on more domestic jobs to help your household or local community. For some this may simply be doing more daily chores; others may want to run errands or do some shopping for more vulnerable neighbours or write letters or record podcasts for isolated relatives. Helping others is an effective way to achieve a sense of purpose and fulfilment.

6.0 ONLINE LESSON/CONFERENCE GUIDANCE

6.1 Particular attention must be given to the important considerations of safeguarding and the maintaining of professional standards. Please read this in conjunction with following which can be found either on the school website or if asterisked staff can access in the policies folder on the school common drives.

- Computer Usage Policy
- On-Line Learning Journey Policy (EYFS)
- Data Protection Policy
- Anti-bullying & Cyberbullying Policy
- E-Safety Policy (Senior & Prep)
- Staff Code of Conduct *
- The Acceptable Use Policy (Staff) *
- The Acceptable Use Policy (Pupils) *

6.2 Any departure from this guidance may have safeguarding implications and must be agreed in advance with a Designated Safeguarding Lead.

6.3 Microsoft Teams is the platform that we will use for online conferencing, either for pastoral care, or for lessons.

6.4 Telephone contact may also be made if this is deemed a more effective method of communication, Head of Prep School or Director of Studies, Senior School, must be informed prior to this method being used. Staff should follow guidance on keeping personal information safe when doing this.

6.5 When planning and participating in an online conference, the following steps must be taken:

- The owner of the conference, usually a teacher or Form Tutor, will invite participants via Firefly, Outlook or Teams, to confirm the date and time.
- All online conferences should be conducted in a professional manner, observing the usual expectations of behaviour and etiquette, such as addressing parents and staff by their full names, not Christian names. For video conferencing, casual dress is appropriate for staff and pupils while at home, but clothing should not be revealing, and it should not feature political or offensive slogans.
- All conferences should take place within school hours (8.45am to 5pm) except in circumstances agreed by Head of the Prep School or Director of Studies, Senior School.
- Pupils should access the conference in a public/neutral area of their house wherever possible. If this is not possible, other rooms such as a bedroom can be used but participants should be seated on a chair and/or at a desk. Nothing personal or inappropriate should be seen or heard in the background. All participants are expected to blur their background during video conferences as common practice so that nothing personal or inappropriate can be seen or heard in the background. It is also advisable to keep doors open where possible.



- Conferences within Microsoft Teams will be recorded by the owner of the conference. These will be kept in the 'Cloud' for confidentiality reasons and may be shared with SLT as part of lesson monitoring and quality control.
- Recordings may be used to support any pupils who were absent. **These will be deleted after 20 days.**
- During conferencing it is not necessary to have video on, where possible ask everyone to turn cameras on.
- Use headphones as much as possible to cut down external noise ensure confidentiality as much as possible.
- Only use school accounts to communicate via email or online platforms, never teacher's personal accounts.
- Ensure any phone calls are made from a blocked number so teacher's personal contact details are not visible.
- When staff are accessing families' contact details at home, ensure they comply with the Data protection Act 2018.
- If any safeguarding concerns arise, the School Safeguarding Policy must be followed and as is usual practice all concerns should reported using MyConcern, as well as speaking with a Designated Safeguarding Lead. See Safeguarding Policy on website.

7.0 PASTORAL CARE OF PUPILS

- 7.1 Working at home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations, and possible illness in the family. We appreciate the huge role that parents will be playing and encourage families to structure the day to give balance, variety and a sense of purpose. Parents can play a key role in helping pupils adhere to a routine, and the amount of support will vary depending on the age and personality of the child. Time should be made for regular breaks, exercise, pursuing extra-curricular interests and connecting virtually with friends and relatives.
- 7.2 Lingfield College will also continue to provide a strong sense of pastoral support during the period of closure. Guidance will be offered to parents on supporting their children with remote learning. The school's pastoral support system will also provide a sense of mental and emotional wellness, in addition to ensuring our most vulnerable pupils will continue to receive focused pastoral support. Vulnerable and SEN Pupils will be monitored closely by tutors/Heads of Years/ SENDCO and Deputy Head Pastoral and will be offered support regularly with the frequency depending on the need. All pupils will have a one to one check in Teams call with their tutor at least once per fortnight. On our virtual learning platform, Firefly, as well as our school website there are pages/tabs with wellbeing support. Our Human Resources department will also be supporting staff with their wellbeing. Parents, pupils and staff will be encouraged to contact the school regarding pastoral concerns so that these can be communicated confidentially via the School Pastoral Bulletin to all staff where relevant and appropriate. In the Prep School we must reiterate that we are providing a normal timetable but parents must not feel the pressure to be 'Instagram' perfect and email the class teacher if they need some lee-way.



8.0 PUPILS WITH SEND

- 8.1 In the Senior School, pupils on the Learning Support Register will continue to be monitored by the department. All timetabled support lessons will continue via TEAMS. In addition, pupils and parents are encouraged to email the SENDCO with any concerns or requests for support. Pupils on one of the Lexia reading programmes will be expected to continue to complete 1 hour per week of study, which will be monitored by the SENDCO. Tutorials will also be run with SEND pupils via TEAMS with topics including revision, study skills, and how to make the best use of access arrangements. Tutorials will also include how to take advantage of the accessibility tools remote learning has to offer.
- 8.2 In addition, the SENDCO will be liaising with all class teachers to ensure that they are aware of individual pupil needs, especially in relation to their participation in a remote-learning environment. This includes accessibility requirements for exam year classes.
- 8.3 In the Prep School, pupils with SEND will still be monitored by the SENDCO, who will be in regular contact with the teachers. Parents of pupils on Individual Education Plans will be contacted by the SENDCO from time to time to check if they need any advice or help. Parents are also welcome to contact the SENDCO whenever necessary.

9.0 TEACHER WELLBEING

- 9.1 It is recognised that this will be a very stressful time for teachers, who may well be looking after children at home, and worried about their personal circumstances, friends and family.
- 9.2 Teachers should check in regularly with Heads of Department, and alert them promptly of any significant changes in circumstances, including living arrangements, health and anxiety.
- 9.3 Careful consideration should be given to teachers with health problems, dependents or caring duties, and other members of the department may be asked to support them.
- 9.4 The usual rules around confidentiality will apply; if a colleague believes that another member of staff may be at risk, it is their responsibility to share this with an appropriate member of senior staff.
- 9.5 Use of Teams or equivalent for meetings and maintaining morale is encouraged.
- 9.6 Opportunities for Continuous Professional Development, online courses and curriculum development or coaching may be discussed with the Line Managers and Human Resources.

Last reviewed April 2024

Next review due April 2025



APPENDIX A

Online Remote Learning Responsible User Agreement

Remote learning requires access to online platforms and services maintained by Lingfield College and will require you to communicate with teachers and fellow pupils in a mature and considerate manner. This user agreement is to be used in conjunction with the general Acceptable Use Policy (which is on the logon screen on the school computers). By logging in to the School's systems you agree to the terms of this Policy.

The below rules will help to ensure that all members of the school community are able to be supported academically and pastorally when working remotely.

1. I will consider the content (text, images, audio and video) that I post to a school-maintained platform (Teams, Firefly, Ondrive, Outlook) before I submit the content.
2. I will not use any school-maintained platform for non-school related activity.
3. I will be polite and courteous when communicating with other users and will use the same language as if I were talking to that person face-to-face.
4. I will adhere to the requirements of any work and not submit work in a format or on a platform not specified by my teacher or form tutor.
5. Wherever possible I will undertake remote working in a public location in my house (e.g. the kitchen or living room). If this is not possible, I will try to be seated on a chair and/or at a desk.
6. I will login on time where appropriate with device fully charged and ready for use. Where necessary I will look over the help content for Pupils.
7. I will wear appropriate clothing.
8. If I encounter technical problems (e.g. not being able to log in to a system), I will contact IT support (or parents will, if Prep pupil) and provide them with a detailed explanation of the problem along with screenshots so they can diagnose the issue. If non urgent I will use the forum first (Senior School pupils).
9. I will not try to access the accounts of any other user.
10. I understand that cyberbullying is unacceptable and will not use any of the remote working platforms to undertake such activity. If I do, I will be sanctioned.
11. I understand that posting immature or offensive content to teachers and fellow pupils is unacceptable and I may be sanctioned if I undertake such action.
12. If I receive any communication or content that I am unhappy with (e.g. extreme or offensive content), I will immediately report it to my form tutor or class teacher.
13. I understand that all activity that I undertake on a school-maintained platform or a school device is monitored and logged for safeguarding and recording keeping purposes.
14. All lessons will be recorded by teachers and these recording will be used for learning, safeguarding and quality assurance purposes only. Pupils and teachers must not use the videos for non-educational purposes. The recordings will be kept for 20 days and will then be deleted.