



QE - REMOTE AND BLENDED LEARNING POLICY

Reviewed: November 2020 November 2021	Due for Review: November 2021 June 2022	To be viewed alongside the following documentation: The Collegiate Online Learning Risk Assessment The annexes to the Staff Code of Conduct and Child Protection and Safeguarding Policy	Related Policies: Acceptable Use Policy Anti-bullying Policy Assessment Policy Behaviour and Discipline Policy Child Protection and Safeguarding Policy Data Protection Policy E-safety Policy Equality, Diversity and Inclusion Policy Major Incident Policy SEND Policy Staff Code of Conduct	Made available to: Queen Ethelburga's Staff Parents Prospective Parents	Can be viewed via: Parent Portal Website Available on request
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Authorised by	The Strategic Team
Signed	-----
	Daniel Machin – Acting Principal
Date	
Effective Date of the policy	November 2021



Introduction

This policy applies to Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "The Collegiate". It is supported by the Collegiate Online Learning Risk Assessment.

This policy covers educational provision delivered, supported and/or assessed through means which do not require the student to attend particular classes at scheduled times and on campus, particularly in case of alternative provision to that normally timetabled as part of the Collegiate term-time activity. It requires that staff adapt their resources and method of delivery and that students accept and engage with the alternative provision. It is likely to come into force in an emergency, such as a pandemic or major incident, when it is not possible to conduct teaching and learning in the normal way. It is expected that the general principles will be adapted as appropriate for each age group, across the Collegiate.

Aims

The purpose of this policy is to establish the requirements for the use of remote and blended learning, where access to the Collegiate's network may be from outside the organisation, and staff will not physically be in front of their students.

Definition

Remote and Blended Learning (RBL) takes place when the teacher and student are in physically separate locations. Access to the teacher is enabled using technology. The interaction between the student and teacher may be synchronous (at the same time) or asynchronous (with a time delay), or a mixture of both. RBL may also be paper based, depending on the appropriate mode of delivery for the circumstances that prevail.

RBL may involve the following scenarios:

- all students absent from the classroom with the teacher in school;
- all students absent from the classroom with the teacher also absent;
- all students present in the classroom with the teacher absent;
- some students present in the classroom, others learning remotely, with the teacher present in school;
- some students present in the classroom, others learning remotely, with the teacher also teaching remotely.



RBL may also involve the following delivery methods:

- written learning materials provided to students with the expectation they use these, with written instructions, to further their learning e.g. unnarrated PowerPoints or written resources/weblinks, with tasks;
- written and pre-recorded audio teaching materials provided to students with associated learning tasks e.g. narrated PowerPoint with tasks;
- live lessons delivered online with sound and/or video, with screensharing;
- live lessons recorded and available for students to access at a later date;
- online access via Teams to all subject teachers for guidance and support.

Provision for any one class or year group may be a mixture of all these methods at any time, with the overriding principles as described below.

Guiding principles

Guiding the quality assurance and enhancements of RBL programmes is the general principle that students studying part of their programme by RBL have an experience which is comparable with campus-based studies, supported by shared understanding of the expectations and responsibilities of all parties involved.

For public examination and external qualification candidates, we aim to ensure that the employment of RBL delivery meets all guidelines set by awarding bodies, providing high quality support for students, with valid and reliable assessment, so that no group of learners is disadvantaged.

All materials provided remain the property of the Collegiate and should be stored on the Collegiate software. Students and staff may not assume that they acquire rights to the materials.

As set out in the Staff Code of Conduct, Acceptable Use Policy, E-safety Policy and Child Protection and Safeguarding Policy, all members of staff must be aware of e-safety and child protection issues related to the use of mobile devices and must maintain an appropriate level of professional conduct in their own internet use. At all times, **safeguarding and data protection** are to be of paramount importance, as detailed below.

Expectations of the Collegiate, its staff, and its students

Learning is a partnership between staff across the Collegiate and individual students. There is a shared set of expectations between staff and students, which the Collegiate summarises below.



The Collegiate will ensure that staff who provide support to learners on their programmes of study have appropriate skills, training and development opportunities and are timetabled to provide support when students are engaged in remote or blended learning. Where it is not possible to give training on site, this will be provided remotely. Staff are expected to engage with training that is provided to support their delivery of RBL and seek further training to enhance their confident use of digital strategies for RBL.

Staff with responsibility for assessment should take all reasonable steps to confirm that a student's assessed work is the original work of that student, where this is required for courses leading to a qualification, and they will possess the knowledge and skills to undertake assessment in line with Collegiate policies and examination board requirements. Assignments for public examination assessment will be set in face-to-face sessions, wherever feasible, either on campus or remotely. Staff will ensure that they follow the Collegiate and/or the examination board process for managing feedback on assignments, with questions constructively answered, and feedback provided in a timely manner. The Collegiate will ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

Unless exceptional circumstances or sickness apply, all teaching staff will be expected to undertake to provide their students with high quality learning programmes, applying the same rigorous professionalism and commitment as would be employed in the classroom on campus, in line with the Teaching Standards and their designated responsibilities within the Collegiate.

Users will be responsible for preserving the privacy of accounts, login names, passwords, and/or lock codes to maintain security of electronic devices and data. They will also be responsible for ensuring that any device used is equipped with up-to-date virus checking software.

The Collegiate is not responsible for the effects of any software obtained via the Collegiate network loaded on a personal device.

The owner is responsible for all costs associated with a personal device, and for complying with any warranty requirements.

Academic departments will ensure that programmes of study provide students with:

- a delivery system of the programme or module that is secure, reliable, fit for its purpose and has an appropriate availability - Microsoft Teams is authorised for lesson delivery, and unauthorised platforms such as Zoom will not be used;



- study materials that meet the expectations of the Collegiate in respect of the quality of teaching and learning support material for a programme of study carried out on the campus and, where relevant, leading to a specific public examination;
- clearly defined operating times for remote learning. Remote learning will be offered to all students according to the set term dates and school day timings. For those unable to attend live lessons, a recording, or lesson resources, will be made available;
- an appropriate contingency plan, which would come into operation in the event of failure of the designed mode of delivery. Should Microsoft Teams not be available to provide online learning for more than 24 hours, work will instead be emailed to students using school email contact details;
- from the outset of the student's study, at least one identified contact, who can give constructive feedback on performance and progress. Microsoft Teams chat function is used for support and questions. Work is set and returned with feedback using Teams Assignments;
- a clear schedule for the delivery of study materials and for assessment of work. Lessons are provided online in the same quantity as those delivered in school, with assessment taking place to the same schedule where possible;
- clear deadlines for assignments – all student prep assignments are set via Microsoft Teams, with set deadlines;
- a clear and realistic explanation of the expectations placed upon students for study of the programme. Any student who is absent from school and is physically well is expected to engage with online learning provision, to ensure they maintain their current levels of progress;
- clear indication, available on request from the IT Manager, of the minimum technical requirements for the computer facilities to access the online material;
- opportunities to give feedback on the experience of the programme. Students experiencing any difficulties are encouraged to raise concerns with their subject teachers or relevant school team.

Staff should ensure that they do not break copyright laws.

Heads of Department and Curriculum Leaders will monitor lessons for quality and safeguarding purposes, to ensure that no additional risks are posed for staff or students.

As indicated in the Collegiate risk assessment for online learning, **Heads of Department and Heads of Year** are members of relevant Class Teams, created within Microsoft Teams, to monitor the quality of online sessions. They can drop in on online sessions at any point



to check the quality of what is being offered. Line Managers also work with Heads of Department to be invited to online lessons to monitor lesson quality, as when in school. Other senior staff can request to be invited to a lesson at any time.

Students will be expected to understand that their use of applications provided by the Collegiate can be monitored and logged, and that if rules designed to keep them safe are not followed, sanctions will be applied, and parents contacted. It is expected that, when they are remote learning:

- they have regular and reliable access to the internet, with appropriate firewall/virus protection and a computer that meets the minimum technical requirements set by the programme of study;
- they understand the basic terms and descriptions necessary for following instructions about how to access the programme of study, and seek help if necessary;
- they engage with the learning materials and mode of delivery;
- they conform to the schedule for the programme delivery and assessment, accepting that it is their responsibility to fulfil their role in the partnership of teaching and learning - they must be on time for their synchronous sessions and attentive;
- they video conference from an environment that is quiet, safe and free from distractions (preferably not a bedroom);
- they are dressed appropriately for learning;
- they interact patiently and respectfully with teachers and peers, using appropriate language and behaving appropriately;
- they alert the Collegiate to any materials that are corrupted or fail to arrive;
- they take responsibility for developing their IT skills, as appropriate;
- they take responsibility for accessing materials appropriately and applying their training in E-safety and Acceptable Use, to include not browsing, downloading, uploading or forwarding material that could be offensive or illegal, and reporting any accidental access to such material;
- they do not record each other's online interactions and do not take photographs of, or record, classmates or teachers during face-to-face sessions;
- they end the session as soon as the teacher indicates to do so;
- they observe the same standards of respectful behaviour towards each other as would be expected within the classroom, understanding that peer on peer abuse is subject to the same disciplinary proceedings as would occur in school;
- they will take responsibility to ensure all work submitted for assessment is their own and are aware that this may be checked in line with the Collegiate's Plagiarism Policy.



If students are unable to access any live lesson provision for any reason, such as being in time zones beyond Europe, then they are expected to catch up with either pre-recorded material or other resources made available to them.

In circumstances where NQTs and the Induction Tutor/Subject Mentors are working remotely, then induction will continue remotely.

- NQTs should continue to hold regular mentor meetings via Teams with their Induction Tutor and Subject Mentor
- Where possible, lesson observations could take place remotely. The Induction Tutor will contact NQTs to arrange this as per Term 1.
- NQTs can continue to gather evidence of their progress against Part 1 & Part 2 of the Standards.

Safeguarding

Students should always be safeguarded, and the Child Protection and Safeguarding Policy remains in force. All procedures, including the reporting of concerns about a child or about the conduct of a member of staff, should be followed as laid down in the policy. Details specific to RBL are given in the Annex to the Staff Code of Conduct (Staff Code of Conduct during the COVID-19 measures) and the Annex to the Child Protection and Safeguarding Policy (Child Protection and Safeguarding during the COVID-19 measures). It is recognised that peer on peer abuse could still be an issue using online platforms, and that students will need to be protected from bullying, including cyber bullying. Any such abuse will be reported, recorded and dealt with according to the Collegiate Behaviour and Discipline Policy. Students will continue to have access to Collegiate pastoral staff, should they need support or need to report a concern.

No material should be provided for remote and blended learning unless it is known to be suitable for student access and appropriate to the relevant age group and does not compromise their safety or well-being. Only approved internet links should be provided, where external resources are recommended, and students will receive training in E-safety during their time on campus or remotely, where that is not possible. The Collegiate cannot be held responsible for student access to inappropriate materials via their own internet connections in locations outside the campus, and access to the Collegiate network must only be via approved infrastructure, but advice to parents about E-Safety such as filters is available via the Pastoral area of the Collegiate web site. Parents will be advised to ensure that students under the age of 13 will be supervised by an adult.



Students should not be required to provide staff with personal information beyond that available to them via existing Collegiate systems, and such personal information must not be downloaded and saved to any personal device.

In accordance with the Staff Code of Conduct and Child Protection and Safeguarding Policy, staff must not use their own equipment to communicate with students or parents/guardians/carers, unless this is via secure Collegiate software. Staff should not provide students with their personal contact details. They should adhere to the Staff Code of Conduct at all times. They should not arrange to meet students outside school or visit them in their homes. The document: *"T and L Technical Guidance for teaching absent students using webcams / voice over PowerPoint"* provides a step-by-step guide to remote learning for staff.

Where there is not a DSL or deputy on site, there will be one contactable remotely.

Attendance

Attendance will be monitored, whether students are on site or attending remotely. All students are expected to continue to engage and participate in their education, whether on site or through the RBL Programme. Where a student or young child is expected to attend an online lesson or submit online assignments, but does not, we will follow our attendance procedure and attempt to initially contact the student. Should a student not respond or has had no interaction with the Class Team, as shown on the Insights tab on Microsoft Teams, the relevant Head of Year will be informed. They will then contact the family. If contact cannot be made, the DSL or a Deputy DSL will be informed and will take the appropriate action, in accordance with the Collegiate Children Missing from Education/Missing Student Policy.

Security of records

All assessment and internal verification records for public examinations will be stored securely, in accordance with applicable regulations.

Data Protection

The Collegiate Data Protection and Privacy Policy remains in force, even when staff are working remotely. All processing of information should be carried out securely, using the Collegiate platform, and documents should not be stored on staff personal devices. Where downloads are unavoidable, for example when recording lessons, staff must save to the Collegiate software and delete downloads and empty the recycle bin at the earliest opportunity.

Anyone committing or discovering a breach of data protection regulations must report it in line with the policy.



Appendix

T and L Technical Guidance for teaching absent students using webcams / voice over PowerPoint.

This guidance is a step-by-step guide that you can use to support you with providing remote learning to students.

There are 4 main methods of delivering remote learning, though please note that during lockdown periods it is expected that the majority of lessons will be delivered live using one of the first 3 options below:

Live streaming lessons (and recording) with video and audio using a webcam;

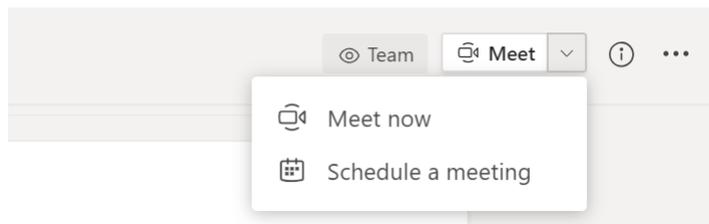
- Live streaming lessons (and recording) with just audio using a webcam;
- Live streaming lessons (and recording) with just audio using a headset;
- Voice over PPT for students to then access via Teams.

Guidance for options 1-3

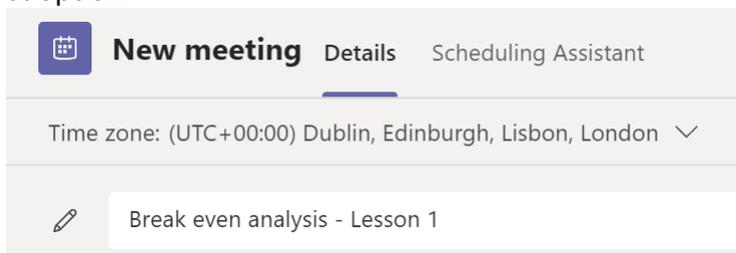
1. Plan your preferred visual and audio options in advance of the lesson
 - **Webcam (audio and visual)** – plug in the webcam and the camera and built in audio (microphone) will automatically work
 - **Webcam (just audio)** – please deselect video in the meeting before the lesson begins (see step 5)
 - **Headset (just audio)** – please plug in your headset - no webcam is needed for this. This gives you greater control of delivery as you can use the mute button on the headset to mute when your students are on a task, and then unmute to continue to deliver content, though you will be more restricted in movement as you will need to wear the headset to speak into the mic.

Your lesson:

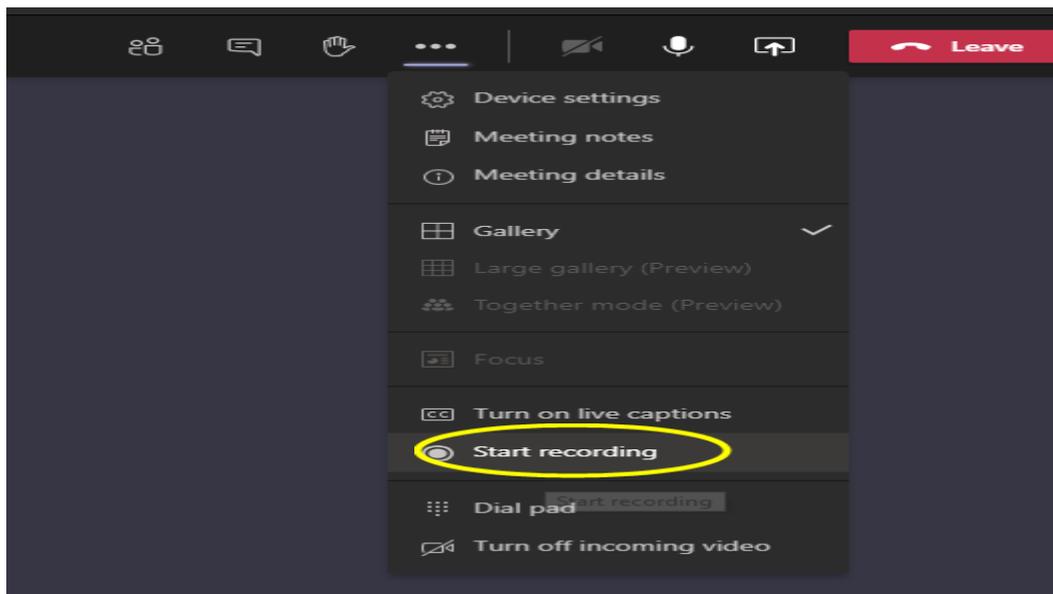
2. **Either** schedule a meeting in advance, for the Teams group for your class at the time of the lesson, or click on 'meet now' at the time of the lesson to start a meeting which you will then use to deliver your lesson. The first of these is preferable as it will add the meeting/lesson to the student's calendar in Teams allowing them to plan in advance, meaning less chance of them missing the lesson. These options can be found on the top right of each Team in the General channel.



3. If scheduling a meeting, the meeting's name is the name of the lesson – you can add this in the first option.



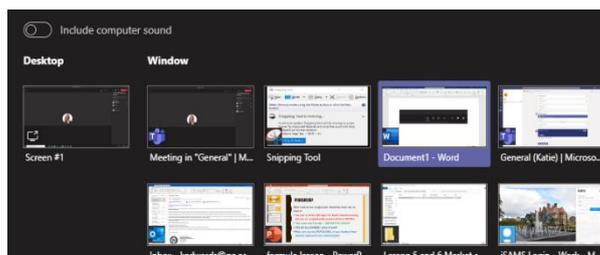
4. If delivering a live streamed lesson whilst other students are physically present with you in school, please inform any students who are present in the class that this will be live streamed, and, if you are choosing to do so, will be recorded. **(Note: Please take the register before you click record to prevent any personal data being recorded on camera – ensure you shut down ISAMs before starting the recording.)** Please note that it is **not** compulsory to record your live lessons. However, please be aware that if one of your absent students is unable to attend the live lesson then you will have to provide further support and explanation to that student to help them with their work. If a recording is available, then your students will be able to watch this for support with their work.
5. If using a webcam for visual purposes, focus the webcam on either you or the board (if in school) (note that any **students in the classroom should not be visible** on this at any point in the entire lesson so please ensure that your webcam is focusing on the board or you only, to prevent any students entering the lesson/leaving the lesson are not visible). If only using the webcam for audio, deselect video when you first join the meeting.
6. Open the lesson content on your computer e.g. PowerPoint.
7. Click start recording.



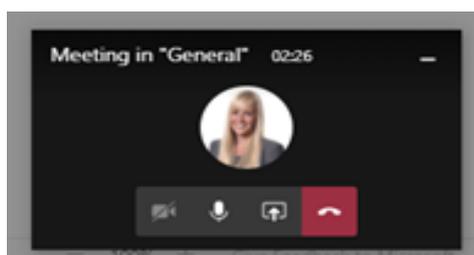
8.



Share the screen and under the 'window' heading, choose the lesson content e.g PowerPoint. Note, you can select to share your whole desktop, but all windows will be recorded. It is recommended to choose a document e.g PowerPoint, to share at any one time.



- a. Note you can see when you are a given screen is being shared as a red border will appear around that screen.
- b. You can minimise the Teams control in the right-hand corner by selecting minimise.



9. Proceed with your lesson.

Note: If recording the lesson for absent students you can choose to stop recording whilst present students are completing tasks though note that this will then save as a separate meeting. You can also leave the recording running.

10. At the end of the lesson or the end of the parts you would like recorded, end the meeting by clicking 'leave' or the red 'hang up' symbol.

11. Your lesson will be available in the Teams channel for students to re-watch, as well as being uploaded to Microsoft Stream.

Note: if you record the entire lesson, including times when students in class are quietly working, anyone watching the recorded version later will have to find the relevant taught parts. It may therefore be preferable to record only those relevant parts, stopping and starting the recording as needed.

Guidance for option 4: Voice over PowerPoints with headset during lockdown periods this should only be used for entire lessons due to staff absence. Pre-recorded PowerPoints can be used as part of a live lesson if this is appropriate, just as you might use a video clip or other teaching resource.

Please find the guidance on this by heading to QE Staff Teams > Files > August refresher INSET > Microsoft Teams Tutorials > Microsoft Teams Tutorial B

Queen Ethelburga's Remote and Blended Learning Policy



< All teams



QE Staff Teams ...

General

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Early August Refresher INSET > Microsoft Teams Tutorials > **Microsoft Teams Tutorial B**

Name	Modified	Modified By
Narrating over PowerPoint (1).docx	July 13	Joseph Freeman
Tutorial-NarratingoverPowerPoint.mp4	July 13	Joseph Freeman