

REMOTE LEARNING POLICY

Prior Park School

Policy Owner Deputy Head, Academic Deputy Head, Pastoral	Applies to Prior Park College (PPC)	Superseded documents Remote Learning Policy v2
Associated documents E-Safety Acceptable Use Policy Behaviour Policy Child Protection Policy	Review frequency Every year (unless the legislation/regulations update before this time) Implementation date 1 February 2021	Legal Framework KCSIE 2020

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College and The Paragon School are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar, is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

Prior Park College is a community built on Christian values, with emphasis on mutual respect, co-operation, and use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive Student contribution. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard the community and the individual.

2. Support

If during any period when the Remote Learning Policy is in situ and you have any queries/problems or concerns, please follow the below guidance with regards who you should contact:

- Students/Parents should contact Tutors/Teachers
- Tutors should contact their HsMs
- Teachers should contact their HoD
- HoD/HsMs should contact their SLT line manager

For IT/Personal Learning Device (PLD) related issues please follow this guidance;

- All requests for IT support, whether from onsite or remote users, must be emailed to ict@priorparkschools.com
- In the email subject please enter **HELP!** (followed by a short description, so for example "HELP! Can't connect to Teams at home").
- In the message body please state clearly who you are, where you are working (remotely or on site), the device you're using and as much detail as you can about the issue.
- This will register your support issue with our online e-ticketing system and ensure that all four of us have a complete overview of all support issues going on for the next few weeks.
- You will then get an e-ticket that you can respond to (it may take a minute or two).
- Once we've got your issue logged, we can then crack on with offering remote support, call or team chat with you etc.
- The IT team may well be spread out between home and PPC so this is the ensure they do not miss anything.

If your son/daughter is unwell and cannot attend their remote lessons please could you email PPCArrance@priorparkschools.com

This will ensure that the absence is recorded correctly, in line with government requirements for this period.

3. Policy Objective

This policy is designed to give students, parents and staff all the information that they need if the School is required to physically close to most students. If Government and the Department for Education require us to stop teaching in our normal fashion, then the School will move to a

remote teaching model by which work will be set by teachers online and completed by students at home.

The decision to move to a remote teaching model is one that would typically be forced upon us by an outside agency. This would be most likely to be Her Majesty's Government, through the Department for Education. We will only close the School upon direct advice from an outside agency empowered to make such a decision. We will communicate such a decision to parents, students and staff as soon as we are able to do so. The extent of any closure is one that the School will be advised upon. It is entirely possible that the School will close for normal teaching, and close to all our boarding community. It is equally possible that the School will close for normal teaching, but where our boarders will be able to remain on site and work remotely from their Boarding Houses. To make this determination, the School will work on the most current advice from Public Health England and our GPs.

This policy will lay out the expectations that the School has of staff, students and parents in relation to any such school closure and move to a remote learning model. It is hoped that it will cover all eventualities, but it is probable that it will not. Any situation which causes the School to move to a remote teaching model will be a local, national or international crisis. Such crises often lead to unforeseen challenges. The School will try to communicate with all interested parties as soon as such challenges arise.

The policy makes reference to **digital teaching**.

For the purposes of this policy, digital teaching means the process of conducting a lesson that can be completed remotely by students in real time making use of a digital device.

It may involve a combination of live-streamed, teacher-delivered content, pre-recorded content from PPC staff or quality external providers, access to interactive resources or even independent set work to be completed either on devices or away from the screen on paper - then captured digitally and uploaded at the end of the lesson.

This variety will mimic the experience of students in the physical classroom and encourage good progress.

Expectations of Prior Park College Teachers

- In a period of remote teaching, the School will continue to operate from its normal timetable of academic lessons.
- Whilst the normal routine of school life will be disrupted, it is not the case that the School is 'closed for business'. Instead, our core business will move, for the most part, from physical delivery to digital delivery.
- Teachers should be digitally teaching their students for all lessons, for all classes with the exception of supervised study periods. Please note the broad definition of digital teaching above.
- A single lesson will now last 45 minutes maximum rather than 55 minutes to allow time to move away from the screen, stretch one's legs, focus in the mid to far distance etc between different classes.
- Teachers should be dressed appropriately for all lessons being streamed to students.
- Record all live instructional sections of lessons so that students are able to review at their leisure. This is key for students with poor broadband so that they can see what they have missed at a later date. (Please see Appendix G)

- Microsoft Teams or School email is the only forum by which teaching conversations should happen. Teachers must not, as per the School's Child Protection Policy, ever call or text students on their mobile phones.
- Homework may be set as appropriate although we would encourage homework to predominantly focus on Review, Recall and Read - especially at KS3. These tasks can often be designed to be 'off screen' allowing students a break. All homework tasks must be set using the Assignments function on Teams as is the norm at all times.
- Feedback and Assessment will, inevitably, take longer than usual to prepare and deliver. Teachers are encouraged to use whole class feedback after reviewing students' work and/or verbal feedback using verbal recordings in OneNote.
- Teachers should remember that students at home will still require the same level of differentiation and support. Tasks should be set that are accessible and that fall within expectations that are appropriate. The time allotted for given tasks must be clear. The instructions for tasks must be equally clear. Scaffolded versions of worksheets can be distributed to any students who need them. It is Prior's policy to teach to the top and scaffold downwards.
- Work must be sent from students to teachers using the assignments function on Microsoft Teams unless a teacher requests it in another way e.g. email or another application. It is up to the individual teacher to make clear how they expect to receive work.
- Do not rely on students being able to print out work at home.
- Staff should continue to use Day Book (on SchoolBase) to record any issues of attendance, behaviour or other concerns. It is important to, wherever possible, continue to use our day to day systems.
- Teachers should continue to maintain their lesson register on SchoolBase for every lesson taught. These records will be passed, via SchoolBase, to their Tutors, who will follow up directly with any students who have missed lessons.
- Teachers should ensure that, by the end of the day, all student queries, questions and concerns have been dealt with in an appropriate manner, even if that is a holding response.
- Please be assured that the School understands that a move to a different way of working comes with challenges. We know that it is likely that if all schools close then teachers will also have issues of childcare to contend with however as workers in Education teachers qualify as Key Workers and should make application to their children's school to alleviate this pressure.
- In any such instance of remote teaching, please understand that we operate on the principle that 'perfect is the enemy of good.'
- Please note that it is very likely that the School may require teachers to come into the School during any school closures to help with the supervision of Key Worker/Vulnerable Children.

- The School will try to ensure that teachers can come on site to work for the duration of the period of remote learning, if they so wish. Staff should follow appropriate social distancing advice at all times as issued by PHE & HM Government.
- Any period of remote teaching will only run for the School Term Dates as previously advertised. Teachers and students will still require the benefits of the holidays.
- The School expects all staff to do the very best that they can under the circumstances and appreciates the fact that staff will be working hard for the duration of any period of remote teaching.

Expectations of Prior Park College Heads of Department

- HoDs should oversee the consistency and quality of work being set. They should check in with their whole Departments and individual members remotely on a weekly basis to guarantee consistency of approach and to be alert to any concerns.
- HoDs should do all they can to model excellent digital teaching to their Departments. They should share resources and techniques for good digital teaching.
- HoDs should communicate with their line manager as appropriate to share thoughts, concerns and ideas.

Expectations of Prior Park College HsMs and Tutors

- Over the course of the week, Tutors will be asked to digitally 'meet' their Tutor Groups through Microsoft Teams. It is essential that the welfare and wellbeing of the students is monitored, and that Tutors are available to help offer support and guidance where necessary. Tutors should use the normal School systems to keep HsMs in the loop as to any issues that might develop with their charges.
- There will be a pre-planned morning routine published to all staff containing details of tutor periods, communal worship, house and whole school remote assemblies.
- Tutors should be prepared to pick up on any student who is not regularly attending digital lessons or completing their work. They should make contact with the student and, where necessary, the parent ideally over the telephone.
- HsMs should, conduct House Assemblies, oversee the work of Tutors and, deal with any pastoral concerns which may escalate to their level.

Expectations of Prior Park College Students

- The School will not close unless it is asked to by the Government. If the School does close, then we will move to a period of 'remote teaching.' This will mean that your lessons are digitally taught by your teachers using Microsoft Teams.
- Your use of devices when being remotely taught is covered by the School's E-Safety Acceptable Use Policy and the School's Behaviour Policy. You are still in school, but you are being taught remotely.
- Your lessons will be taught according to the normal School Timetable. You should then, work to the normal School Timetable timings.

- You are expected to digitally attend every lesson. Registers will be taken through Teams. If you do not register, then any such absence will be dealt with through the School's disciplinary structures.
- When entering a digital lesson through Microsoft Teams, the Camera and Microphone should be turned off. Your teacher will ask you to switch on your microphones and cameras as and when they require it.
- If you are asked to turn on your camera and/or microphone you must do this. The school PLDs are equipped with everything that is needed to allow you to join in with an interactive lesson.
- You should be appropriately dressed for all digital lessons.
- You must check your school emails and Teams messages at least three times a day. Once before 08.30am, once around lunchtime and once again between 4.30pm and 5.00pm.
- Students who have supervised study lessons should make the best time of these lessons. Students who are in KS3 may wish to use these sessions to read a book or take time away from a screen.
- You should make sure that your PLD is charged and updated, to enable you to be able to access the lesson.
- Your teachers will be available to you during normal school/working hours if you have any questions. Microsoft Teams Chat will be the best way of communicating with them. They will respond in a timely way but be patient. Do not expect to meet your teachers in person, or for them to call your house or mobile to communicate with you. They will not do this.
- Homework may be set as appropriate by your teachers and will appear as an Assignment on Teams. Please do all work as requested by your teachers promptly and submit the work on or before the deadline. Feedback may be delivered as part of a live lesson using feedback to the whole class, there may be written feedback on your work or verbal feedback using verbal recording on OneNote. Listen to, read and/or act upon this feedback in order to make the very best progress.

Expectations of Prior Park College Parents

- If the School is asked to close by the Government, then we will move to a remote teaching phase of delivering lessons.
- During that period, a student's entire timetable will be taught digitally. Please see the explanation of digital teaching at the start of the policy. Not all subjects will be delivered in the same way, but all will be planned carefully to make the best use of learning whilst away from the physical classroom.
- All Prior Park students have an Office365 account and they will use this to access Teams. Students are expected to attend all lessons and to complete all independent work to the deadlines set by teachers.

- Ideally, students should be working in a public area of their home. Somewhere like a dining-room, or a study that can be supervised by an adult. Students must not take part in streamed lessons in their bedroom and they must be appropriately dressed for streamed lessons. They need not wear school uniform, but nor should they be in their pyjamas.
- Students should be working in a productive environment. There should be, wherever possible, quiet and calm. TVs should not be on and we would encourage you to remove their mobile phones and gaming equipment which we know can be a distraction.
- Students should follow the 'normal' school day, and they should work during timetabled lessons. This will help students to plan their time over the course of the day. They should utilise breaks between lessons for a walk, a stretch and refreshment.
- Please do encourage students to get outside, even if in the garden. Fresh air and exercise will help with their learning and their mental health and wellbeing.
- If you have any concerns about your child's work or their wellbeing, then do please follow the normal procedure of contacting their Tutor in the first instance. Tutors will be meeting regularly with their charges over Microsoft Teams to talk about how best to handle isolation and working remotely.
- Students should follow the normal school rules in terms of online behaviour. The school is continuing to operate, and we expect them to behave in an appropriate manner online, just as we would in person.
- Parents should understand that we are trying to replicate the normal conditions of school life for our students as much as is possible. To that end, parents should not involve themselves in the digital lessons, they should not do their child's work for them and they should continue to encourage them to be independent learners, supported by parents at home.

APPENDIX A

REMOTE LEARNING BEHAVIOUR POLICY

During a school closure we will operate a modified version of our Behaviour Policy:

Rewards

- Teachers are reminded of the benefits of praise and the array of stickers provided in OneNote for this purpose. There is also a praise function in teams which may work well for some classes.
- Teachers should continue to recognise excellent work with a Merit. This should be recorded on Day Book.
- Any outstanding work should be nominated for a Department Commendation and then subsequently for a Headmaster's Commendation. Teachers to contact their HoD or Emma Wickham as appropriate.

Sanctions

Level 1

Examples include:

- A student disrupts a remote lesson.
- A student fails to attend a remote lesson.

Response:

- The teacher should verbally address the disruptive behaviour.
- In both cases this should be recorded on Day Book under Step 1.
- Tutor / HsM will note this behaviour on Day Book.

Level 2

- A student disrupts a lesson for a second time.
- A student misuses their device or the remote learning technology.
- A student misses a lesson, without good reason, for a second time.

Response:

- The teacher should remove the student from the remote lesson.
- Record behaviour on Day Book under Step 2 and inform Tutor using Day Book email function.
- Tutor will contact parents to inform them of behaviour.

Level 3

- Any poor behaviour deemed to be of a serious level.

Response:

- Record behaviour on Day Book under Step 3 and inform HsM / SDCH using Day Book email function.
- HsM will contact parents to inform them of behaviour. A suitable home-sanction will be agreed. If appropriate the Head will issue a Serious Sanction.

Safeguarding Issues and Serious Sanction

- If a teacher or parent / guardian identifies any possible safeguarding concern or behaviour worthy of Serious Sanction, they should contact Simon Cane-Hardy immediately by email.

APPENDIX B

REMOTE LEARNING REGISTRATION POLICY

- All students will be marked centrally as X (Not required to be in school)
- Parents should email PPCAffendance@priorparkschools.com if a student is too unwell to attend a remote lesson. They will be marked as I (Illness) on the school register by the attendance team. This will appear on lesson registers, so teachers are aware.
- Teachers are responsible for completing lesson registers for every taught remote lesson. This does not need to be done during the lesson, but lesson registers should be updated daily.
 - All students will be marked as / (Present).
 - Students who are ill will be marked as I.
 - If a student fails to attend, they should be marked as N.

Tutors and HsMs will then follow up with parents - see Behaviour Policy.

APPENDIX C

ROLE OF HsMs AND TUTORS

Role of HsMs

1. Hold weekly Tutor meetings: This should be used to check on student welfare, remote learning issues and staff welfare. HsMs to arrange Tutor meeting times with their teams.
2. Daily monitoring of Day Book: Check Day Books for positive and negative feedback of students in your house. Liaise with Tutors over sanctions. Contact parents if welfare concerns have been raised.
3. Contact parents of students on the Pastoral Concerns list: HsMs should make weekly contact with parents of a student on the pastoral concern list. This call should focus on the student's and family's welfare.
4. Hold a remote House Assembly as per the morning routine: This can be done in various ways and focus on a theme chosen by the HsM. The purpose is to provide students and staff with a sense of House community during the school closure. HsMs to inform Tutors and students of when this will take place.
5. Monitor the student questionnaire: A questionnaire will be sent to students by AH Wellbeing. Any concerning responses will be passed to HsMs who should contact the student or family.

Role of Tutor

1. Hold a daily Tutorial at a time between 8.30 - 9.00am (not necessarily for the whole time unless specified by the morning routing): This should be an established part of the day during a closure and arranged in advance with tutees. Tutors can make contact via their Tutor Team and this can be done using the chat function or, preferably, Video call. The purpose is to ensure students know their timetable for the day, provide students with an opportunity to ask questions and for Tutors to pick up on any welfare issues.
2. Monitor Day Book: Tutors should check their tutees Day Book regularly. Any issues raised should be acted on in-line with the sanction process.
3. Attendance at remote Tutor Meetings: Tutors will be expected to attend the weekly Tutor meetings arranged by HsMs.
4. Communication: It's essential we maintain excellent communication during a school closure. Tutors should flag concerns to HsMs and, if appropriate, Simon Cane-Hardy (DSL).

Pastoral Care

During the school closure Prior Park College will continue to all members of our community:

- Emotional Wellbeing Advice
- A regular survey will be sent to students

- Counselling appointments available by Zoom for students and staff. This will be provided by Focus Counselling and can be arranged by emailing: counselling@priorparkschools.com
- HsMs and Tutors will continue to offer daily support
- Health & Wellbeing Centre available for Emotional and Physical Health Support. Please contact Mel Gittins and our Nurses: healthcentre@priorparkschools.com
- Chaplaincy will continue. A weekly Gospel reading, reflection and prayer will be sent to students and staff. Theresa Gibson will also be developing a Chaplaincy Hub during the school closure.
- PSHCE & Prior 4 Life Programme continues
- Sixth Form Support by Heads of Sixth Form including UCAS meetings (L6 & U6 as appropriate)
- Co-Curricular Programme

APPENDIX D

COVID-19 school closure arrangements for Safeguarding and Child Protection at Prior Park College

Context

From 7th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Prior Park College's Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements in the following areas:

Key contacts

Role	Name	Email
Designated Safeguarding Lead	Simon Cane-Hardy	Scane-hardy@priorparkschools.com
Deputy Designated Safeguarding Lead	Melanie Gittins Emma Wickham Dave Sackett Izzy Burton	mgittins@priorparkschools.com Ewickham@priorparkschools.com Dsackett@priorparkschools.com lburton@priorparkschools.com
Headteacher	Ben Horan	bhoran@priorparkschools.com
Safeguarding Governor	Simon Head	shead@priorparkschools.com
Chair of Governors	Michael King	mking@priorparkschools.com

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if

necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Senior leaders, especially the Designated Safeguarding Lead (and Deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Prior Park College (PPC) will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be Simon Cane-Hardy

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and PPC will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, PPC or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

PPC will encourage our vulnerable children and young people to attend school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

PPC and social workers will agree with parents/carers whether children in need should be attending PPC and will then follow up on any student that they were expecting to attend. PPC will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Arrangements to continue Safeguarding at Prior Park College

To support the above, PPC will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

The Designated Safeguarding Lead: Simon Cane-Hardy

The Deputy Designated Safeguarding Leads: Melanie Gittins, Emma Wickham, Dave Sacket and Izzy Burton

It will not be possible for a trained DSL to be onsite every day. However, both DSL and DDSLs will be easily contactable via email, online video link and phone. If both DSL and DDSL are unwell, or not contactable, staff should contact Ben Horan, who has full access to all the Safeguarding and Child Protection files.

If staff have a safeguarding concern, whether this is something they have noticed or been disclosed during online learning or whilst covering Key Worker Childcare, they should, in the first instance contact the DSL. This can be by phone, video link via Teams, or email.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. Staff can access a concern form via SharePoint.

In the unlikely event that a member of staff cannot access SharePoint from home, they should email the Designated Safeguarding Lead, Deputy DSLs and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should continue to be directed to the Chair of Governors:
Michael King

Prior Park Schools will continue to offer support in the process of managing allegations.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter PPC they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within Prior Park Schools, we should seek assurance from the HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, PPC will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where PPC are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

PPC will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

PPC will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Staff will be provided with a rota for who will be onsite during the COVID-19 National emergency. This will enable PPC to be sure that all checks have been carried out on the staff involved. Therefore, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

PPC will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the PPC Staff Code of Conduct and the Remote Learning Policy.

PPC will ensure its online learning system (Microsoft Teams) is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Avoid, where possible, 1:1 teaching.

1. If 1:1 teaching is essential, then parents should be contacted in advance to approve the lesson. This is applicable to any 1:1 Tutor sessions, academic teaching, Instrumental or LAMDA lessons. If a 1:1 meeting needs to be confidential (predominantly for welfare reasons), the DSL should be made aware of this taking place.
2. Staff and children must wear suitable clothing, as should anyone else in the household.
3. Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
4. The live class tutorials should be recorded so that if any issues were to arise, the video can be reviewed.
5. Language must be professional and appropriate, including any family members in the background.
 - Staff must only use platforms provided by Prior Park Schools to communicate with students
 - Staff should record student attendance through the lesson register function on School Base. Any student marked as an N for a lesson should be identified on Day Book.

Supporting children not in school

PPC is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person via their class teacher.

Details of any contact made should be noted by the member of staff making contact and shared with DSL and DDSLs.

The communication plans can include; remote contact via email or phone contact. Other individualised contact should be considered and recorded.

PPC and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages, including e-safety messages, on its website and social media pages.

PPC recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at PPC need to be aware of this in setting expectations of students' work where they are at home.

PPC will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Supporting children in school

PPC is committed to ensuring the safety and wellbeing of all its students.

PPC will continue to be a safe space for all children to attend and flourish. The Headteacher, Ben Horan, will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

PPC will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

PPC will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where PPC has concerns about the impact of staff absence - such as our Designated Safeguarding Lead or first aiders - will discuss them immediately with the trust.

Peer on Peer Abuse

PPC recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded in Safeguarding secure file and referrals made if appropriate.

APPENDIX E

EAL Remote Teaching Guidance / Advice for Teachers

1. Overview

This is a difficult time for anyone, but it presents some particularly challenging problems for international students.

Let's start with what has happened since we last saw them...

Some of our Chinese students had nightmare journeys back home. Those who went early were tested on arrival and if negative were allowed to be escorted home. Those who caught later flights (after stricter rules were enforced) were diverted to 'arrival cities', where it took as much as 8 hours to get out of the airport. Then it was off to the quarantine centre, where they were kept in isolation for 2 weeks before being allowed to join their families.

The EAL Deptment, with the help of the boarding house teams, have been in touch with all of them, and everyone seems to be OK. They are a massively brave bunch of kids, and I am enormously proud of them.

As one of our agents put it, *"I have to say that if there is one thing that a UK education has taught them all are these 'survival' skills".*

2. Considerations

Technical problems

In addition to the universal issues of poor wifi and compatibility of devices, students in China may also need to use a VPN to access lessons. Please bear in mind that they may have limited or no access to sites that we take for granted, e.g. YouTube, Google, etc.

Differentiation

From the Remote Learning Policy: *"Teachers should remember that students at home will still require the same level of differentiation and support ... The instructions for tasks must be equally clear"* This is particularly true for EAL students. Please do take time to check that all have understood and are accessing your lessons adequately. You could:

- Use the start of class when people are logging in.
- Check on students at appropriate times during the lesson.
- Ask students to stay on-line for a short check-in after the class.
- Schedule a time to meet.
- Contact EAL and ask for advice.

Time Zones

Our remote policy states, *"In a period of remote teaching, the School will continue to operate its normal timetable of academic lessons"*. Of course, this is far from normal for our students in different time zones. Please bear this in mind when scheduling your lessons:

	UK	Mexico	Europe	Russia	Thailand	HK/China
P1 starts	9.00 am	3.00 am	10.00 am	11.00 am	3.00 pm	4.00 pm
P6 ends (45 mins)	4.15 pm	10.15 am	5.15 pm	6.15 pm	10.15 pm	11.15 pm

We don't expect our students to attend class before 7.00 am, so don't expect Mexicans to attend class before P4. Equally it would be unreasonable to ask a student to join a lesson after 9 pm, so don't ask east Asian students to attend P5 or P6. Consider offering lessons outside the normal timetable (we are running some EAL classes at 1.20-2.15).

Family Life

Living conditions vary. Although some of our students live in large houses, there are some who live in quite small apartments, and it may be difficult to reliably find a quiet space to work.

In many of our students' cultures, the family meal is an important ritual, and this is especially true in a time of lockdown and isolation. I have already had a no-show due to a clash with mealtime.

"Any unanticipated changes should be communicated ideally by 4.30pm the day before to enable students to plan effectively" Please allow extra time for international students.

Also, please remember that parents may not speak English so may not be able to support students.

Recording Lessons

The Remote policy states *"Record all live instructional lessons so that students are able to review at their leisure. This is key for students with poor broadband so that they can see what they have missed at a later date"*. Of course, the same applies to international students. In fact, some EAL students have told us that they quite like remote learning as they can stop a recording at any time and play back when they don't understand.

However, just relying on recording lessons is not enough. It is essential that student have as many opportunities as possible to interact with teachers. This is important for students' mental health, and their English language development, as much as their subject understanding.

Please see **Appendix G** in relation to recording, downloading and storing visual and audio lessons.

Dealing with Students' Questions

The Policy states *"Teachers should ensure that, by the end of the day, all student queries, questions and concerns have been dealt with in an appropriate manner, even if that is a holding response"*. Again, this is particularly pertinent with international students. We encourage each department to offer a weekly time zone-friendly 'clinic'. International students sometimes don't like standing out or seeming to cause extra work, so it may be a good idea to make this compulsory for the first couple of weeks or when a particularly tricky topic has been taught.

Tutor Time

"Tutor sessions ... should take place between 08.30am - 09.00am". As this is 2.30 - 3.00 am in Mexico, the EAL Dept will arrange 'Mexican Tutor Time' for those students

Finally

As always, keep asking. Any problems, questions or other matters, please contact Christie or me on Teams or by email.

We will be gathering feedback from international students very soon and will be getting in touch with all international parents/guardians/agents to gauge their experience of Prior Park remote teaching.

Appendix F

**Matters pertaining to the assessment process for grades in lieu of public examinations.
To be updated when DfE and Ofqual have decided how this is to be done in 2021.**

Appendix G

Data Protection: Recording, Downloading and Storing visual and audio lessons

This appendix works in conjunction with the PPS Privacy Notice_ Recording, Downloading and Storing lessons (for students and staff).

As detailed above, the recording of 'live' and 'non-live' lessons have many benefits to students and staff. However, staff must be mindful of the Data Protection issues this will raise, as well as the DfE guidance on 'Safeguarding and Remote Learning During Coronavirus'. Recordings of lessons can be requested as part of a SAR (Subject Access Request) by either parents, students or staff, and therefore, are treated with the same sensitivity as other categories of Personal Data e.g. reports, contact information, medical information etc.

To protect both the students and the staff delivering lessons, it remains of paramount importance that everyone knows the clear reporting routes in place so that students (and indeed staff) can raise any concerns whilst online as noted above.

PPC has asked staff to record live lessons or to pre-record their lessons, which will mean we are capturing personal data on the individuals participating in those lessons. There may also be personal data recorded on non-participants if, for instance, comments are made about others during the lessons. PPC, as data controllers of this additional personal data, have considered our obligations under data protection law including compliance with the seven data protection principles under the GDPR.

Procedure for recording, downloading and storing visual and audio lessons

Guidance: The guidance in the main part of this policy reflects the professionalism expect from all Teachers whilst conducting 'live' and 'non-live' lessons and therefore in all recordings. Teaching staff should continue to follow the Staff Code of Conduct Policy, as well as the Expectations of Prior Park College Teachers on page 3 of this Policy.

Purpose limitation: PPC understands that teachers may be concerned that they could be judged or appraised on their performance, or that parents or students may more easily complain about their teaching. PPC seeks to reassure Teaching staff that any visual or audio recordings will not be used for this purpose. As is the case with teaching in the classroom, PPC cannot guarantee that parental complaints will not be made, however, Teaching staff should be reassured that any complaint raised about a teacher would take into account, where relevant, the exceptional circumstances we are facing. As stated previously throughout the Policy, recordings of lessons are for the purpose of supporting the students with their remote learning, education and cocurricular activities.

Data minimisation: The recordings should only contain what is adequate, relevant and limited to the subject-matter being taught and should not contain unnecessary personal information or opinions or comments that may cause offence. This will ensure the data held by PPC remains professional in nature.

Storage limitation: PPC will not retain the recordings for longer than necessary. All recordings are done so in accordance with the PPS Data Protection Policy and ICT Systems Policy.

Any recording, downloading or storing of 'live' and 'non-live' content by staff must be completed as follows:

- All lessons should be recorded via the Microsoft Teams platform, in the appropriate Class Team Channel
- All lesson recordings should be left on the 'Channel' where they will appear in the Class Team Channel
- All lessons will automatically expire after 20 days
- If Teaching staff need to download a copy of an instructional section, this should be edited within 7 days and only the edited version should be downloaded and kept on the school system
- When saving the downloaded edited version, it should be saved in OneDrive with the title by date and lesson e.g. 13.01.2021_12 B His 1
- Under no circumstances should a recording be saved using student names
- Under no circumstance should recordings be saved, even in the short term, to a non-school device.
- All saved recordings must be checked termly, to establish if they are still required to be kept on the system

Security: Appropriate security measures have been put in place to ensure the confidentiality, integrity and availability of the recordings. For instance, the recordings can only be accessible by students via the registered Prior Park account.

Support: As this remains a relatively new way of teaching for many teachers support is always available from the SLT, IT Department, Assistant Head Teaching and Learning and/or Assistant Head Compliance regarding the recording, downloading and storing of lessons, if required.

Review: PPC will review this procedure every month to ensure it remains supportive of our Remote Learning Policy and in line with UK Data Protection Act 2018 (DPA) and General Data Protection Regulation (GDPR), which will remain part of UK law following Brexit.