



ST GEORGE'S SCHOOL

Remote Learning Advice & Guidance

February 2021

1	Other areas of school policy and guidance that should be read alongside this guidance include:	
		St George's School safeguarding Policy St Georges's school Acceptable use policy
2		This document seeks to explain the actions that the school will undertake and the level of provision that students and parents can expect during periods of Remote Learning. Remote learning could be being undertaken for the following reasons: a) the need to self isolate b) illness due to Covid 19 c) Full School closure d) School closure for some years on a rota basis
3	Remote learning	
	3.1	In the event of a school closure due to disease pandemic , the school is committed to providing a continuity of education for its students and will do so through the process of remote learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of students and teachers are healthy, and able to work as normal from home.
	3.2	Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work from home, at least to some extent. This may be due to the need for self isolation or a level of illness which means they should not attend school, but are able to complete some work at home.
	3.3	There is no obligation for the school to provide continuity of education to students who absent themselves from school, with or without parental permission, in contravention to school or government guidelines. For us to provide continuity of education in these circumstances may elongate the child's absence which we do not view to be in their interest.
4	Individual Pupils absence	
	4.1	In the event of individual student absence the Head of House will remain the main conduit through which work is organised and distributed. Students' subject teachers may use email, and Google classroom to send work to students.
	4.2	Remote learning work will only be provided for students after the first 24 hours of absence. Work will not be set for students who have an unauthorised absence, this includes occasions whereby families may have travelled out of the country

		knowing ahead of outbound travel that quarantine would be required on return. If a significant number of individual pupils are absent from school, but the school remains open, the Headmistress will decide whether remote learning takes place in this manner, or whether alternative provision is undertaken.
5	Full or partial school closure	
5.1		If the school is partially or fully closed, work will be provided on a daily basis. Students can expect to receive: Regular direct instruction from teaching colleagues, with the ability of pupils to seek support and guidance, via Google Classroom, video calls or email. Feedback will be provided on specific assessment elements that are submitted to the teacher electronically, with other work checked for completion.
5.2		Pupils and staff will need to have access to personal electronic devices and the internet whilst at home. The school recognises that families may have limited devices for accessing the internet. If this is an issue, families should contact their Head of House as support is available. We also recognise that families may have no means of printing.
5.3		Work will be set via Google Classroom as an initial point of contact; students may then be directed to other platforms. All video lessons will take place via Google Meet or Zoom. Student may also use their St George's email to contact their teachers directly. If you have difficulty in accessing these platforms during a period of remote learning you should contact ictsupport@stgeorges.herts.sch.uk
5.4		Advice for teachers if ALL or the MAJORITY of your class is absent
		<p>Tasks and resources for the lesson should be available before 9 a.m. on the day of the lesson. Tasks and resources should be posted on Google Classroom. Ideally, these resources will include some video instruction. Videos could be bespoke or carefully curated from YouTube.</p> <p>The task must include some aspect of work that is submitted by the student (this could be on a platform other than GoogleClassroom) and might involve directing them towards a textbook. Staff must make clear the deadline for submission.</p> <p>No tasks will required students to print worksheets or other document. For each task, make it clear if the students are to complete the work in their exercise books or otherwise. Also make it clear if students are required to upload a photo of their work into GoogleClassroom.</p> <p>Teachers are expected to host video calls regularly with all classes. We have adopted blended approach and teachers are not expected to conduct video calls for every lesson. Staff should refer to the school's guidance on undertaking video calling.</p> <p>The day after the lesson, submitted work should either be checked for completion and acknowledge on Google Classroom or marked and returned in line with the department's assessment and feedback policy.</p>

5.5	<p>Advice for teachers If SOME of your class is absent</p>
	<p>Within reason, teachers should aim to meet the same expectations as above. Students should be given access to the same resources and materials being used in class. As above, these should be on GoogleClassroom by 9am on the day of the designated lesson.</p> <p>With more students present than absent, it will be less likely that teachers will be able to engage directly with students during the lesson (e.g. via Zoom).</p> <p>We are not aiming to routinely create a “virtual presence” using video conferencing. We are aware that some schools have opted for this approach, but we question whether this is reasonable or sustainable. We may be forced to revise this position moving forward but for now there is no expectation of this.</p>
5.6	<p>Advice for teachers In either case (partial or full absence)</p>
	<p>The duration of the absence will determine the nature of expectations and interventions required. Leadership may provide further guidance if the period of absence is extended.</p> <p>Must Provide work in a timely fashion that is consistent between class and ‘remote’. Monitor and assess work, providing feedback in line with department policy. Differentiate tasks to ensure they are accessible for all learners when possible. Make efforts to provide a variety of tasks and learning opportunities. Log non-compliance with the extended leadership team via the Google Form.</p> <p>Should Host regular video calls with all classes. Utilise video to enhance the remote provision - e.g. YouTube. Provide personalised contact: instruction, support and/or feedback Ensure the tasks being set are achievable with the lesson, accounting for student time lost in administrative tasks and video calls.</p> <p>Could Zoom call groups or individuals to provide additional instruction, support and/or feedback. Create their own video content to personalise the learning. Provide additional extended learning tasks that are optional.</p> <p>Must Not Expect students to print at home</p>
6	<p>Support for students with SEND, EAL and other specific learning needs</p>
	<p>Support will be coordinated through the SendCo. Specific named colleagues will maintain contact with students who they regularly support either by email/zoom or phone.</p>

7	<p>Pastoral Support</p>
	<p>We feel that this is an important part of life at St George’s and we value it as much as we do our academic leaning.</p> <p>A range of mechanisms will be put in play to provide pastoral information and advice, a sense of community and participation, and individual support when this is needed. Pupils will be expected to participate and contribute to their house life, as they would do when physically in school.</p> <p>Tutors / House staff may meet with pupils via Zoom and contact them through school email addresses. Pupils who have regular contact with student services will have some contact maintained.</p>
8	<p>Our expectations of our pupils during remote learning</p>
	<ul style="list-style-type: none"> • We expect students to comply with national direction in respect to guidance on self isolation, quarantine and lockdown. • We expect all students to engage with the learning that is set and complete it within a timely manner; for students in Years 7 to 11 this means following the timetable and completing lesson for each day. • Try their hardest at all times to complete work to the best of their ability. • Submit work on a regular basis in line with any deadlines that are set. • Seek help if they are stuck or need support. • Respond to requests from staff whether these are in writing or through a conversation. <ul style="list-style-type: none"> ○ This includes attending video calls and heeding the advice set out by staff, including having cameras switched on, being appropriately attired a working in a space with a neutral background (or using a filter).
9	<p>Expectations of staff</p>
	<p>We recognise that in times of national lockdown there may be additional pressures on our staff as they work from home. Our general rule is that staff should be available for work for the hours that mirror their normal contracted working pattern. However we recognise that it is the quality of work that is set and the quality of marking and assessment that is taking place that is important, rather than a specified timeframe within which it is undertaken. We know that our staff often go above and beyond during these difficult times, and we are grateful for the efforts that they make.</p>