



# ABU HANIFAH FOUNDATION

Excellence in Islamic Education

*“Where every child matters”*

## **Remote Teaching & Learning Policy**

February 2020

## **Introduction**

The purposes of this policy are threefold:

- To outline procedures and practice for pupils in self isolation, and are otherwise fit and healthy, to continue with their academic programme
- To outline procedures and practice for staff in self isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic programme
- To outline procedures and practice for staff, pupils and their parents to continue with the academic programme if the School has to close due to advice from the Government and/or Public Health England or similar body.

## **Remote learning for pupils who are in self isolation whilst the school is still open**

Pupils are required to self-isolate if they have been in an affected area and are displaying flu like symptoms, or if they have been to one of the designated affected areas according to Public Health England even if they are not displaying symptoms. During any such period, the School will make sure that education is provided remotely (online).

This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

### **Pupil/Student expectations:**

- Pupils should retain structure to their studying day
- Check the schedule and worksheets for each subject
- Complete all set work

- Parents to use designated 'Bromcom' to communicate with their teachers and ask questions if they do not understand/require help. Alternatively, they may need to email the SLT as appropriate/if they are having difficulties.

### **Teacher expectations:**

- It is recognised that teachers will have to cover their normal timetabled lessons and may be teaching as normal each day.
- They should endeavour to find time whenever possible during lessons to set work that covers the salient points covered.
- Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with absent pupils. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.

### **Parents expectations:**

- Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the studies: start and finish times and appropriate breaks.
- Contact the pupil's teacher via Bromcom if there are any concerns.

### **Remote teaching for staff who are in self isolation**

Teaching staff are required to self-isolate if they have been in an affected area and are displaying flu like symptoms, or if they have been to one of the designated affected areas according to Public Health England even, if they are not displaying symptoms. During any such period, the School will ensure that the lessons are covered in a similar way to any other planned absence, so no-one needs to fall behind.

This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will

be provided for all concerned. If a member of staff is required to self-isolate, they are expected to:

- Follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.
- Additionally, they should mark work and give feedback remotely.
- Teachers will endeavour to set work equivalent in length to the lessons on their usual timetable and be available during scheduled lessons to answer any questions pupils may have via 'Zoom Meetings'. It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed.
- Make sure that all resources are available online including scanned pages of textbooks.
- As much as possible, use the usual rewards and sanctions such as merits/demerits, and verbal praise/warnings. Email parents if there are ongoing concerns.

SLT are expected to:

- Fulfil expectations of a normal classroom teacher.
- Regularly check department pages and the work being set on Zoom.
- Regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on.
- Provide support to colleagues in their teams to ensure that work is provided as required.

## **Safeguarding**

This guidance document is supported by the Safeguarding, e-Learning and Social Media policies at Abu Hanifah Foundation.

### **Specific additions to note:**

Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone.

### **Size of groups for home learning.**

We are aware of the increased level of risk around one-to-one video meetings with pupils, however, there are many reasons why they would be helpful and appropriate. One to-one sessions with students should follow the same guidance as one-to-one conversations in school (e.g. appropriate standards of dress as worn at school), the option for the teacher to video the teaching session should be used in this instance. Settings options in Zoom also allow background blurring if appropriate. Staff registering for any software / platforms, must do so with their school email address. Full instructions for Staff on the use of Zoom are available in the Staff Training and our website.

### **Staff Zoom Training**

Staff are expected to learn what features there are and what you must do and what are optional. Teachers can learn how to lock a meeting, prevent other users from sharing their screen, place pupils on hold, disable and mute microphones and videos. All above points are covered in the Staff Zoom training.

### **Additional Safety Measures on Zoom**

- Pupils do **not** need to create an account on Zoom. Instead, they will be shared a Teacher Room ID from the school, via our official email address.

- Staff will access the meetings by 'signing in' via Zoom using the school email address only.
- The school will ensure the host (teacher) is in control of who can control the screen, save the video/chat content
- The teachers will mute and unmute all participants, including video screens if and when required
- The teachers need to be conscious of background environments and others in the room
- The teachers will use the whiteboard, screen sharing and annotation tools to improve engagement.
- The teachers will remind students about respecting others and using the chat box for educational purposes
- Staff, parents and students are expected to dress and talk appropriately
- All meetings will be recorded on Zoom iCloud service.