



Tormead

SCHOOL

Remote Working Policy

This policy contains Tormead's contingency planning for remote teaching and learning during the COVID-19 pandemic. Remote education plans come into effect in the event of a part or full school closure due to a local or national lockdown. This policy is relevant during any circumstances (such as inclement weather) that lead to closure or part-closure of the school during term time. It also outlines procedures for:

- pupils who are self-isolating individually and working from home;
- groups of pupils who are self-isolating and working from home as a result of a confirmed COVID-19 case in their year group 'bubble';
- pupils who are working in school but being taught by teachers working from home;
- teachers who are working from home in self-isolation;

The School regularly reviews its policy and improves practice in terms of remote teaching and learning to ensure that the education offered is of the highest possible standard.

While we recognise the importance of live teaching and learning, we are aware that increased screen time can have a detrimental effect on the wellbeing of pupils and staff. A healthy balance must therefore be maintained. We will review this on an ongoing basis and adjust our practices accordingly.

It should be read in conjunction with:

Safeguarding Policy and its Addendum

Girls' E-Safety and Acceptable Use of IT Policy (Senior School)

Girls' E-Safety and Acceptable Use of IT Policy (Junior School)

Staff E-Safety and Acceptable Use of IT Policy

Aims and objectives

In the event of a period of remote working, we will:

- deliver as full and enriching academic and pastoral programme as possible, taking into account the fact that pupils and teachers may not physically be in School;
- follow our curriculum sequence to ensure that knowledge and skills are built incrementally and there is clarity about what it is to be taught and practised;
- provide access to high quality resources, technological and otherwise, for online and remote learning;
- select online tools that can be used consistently across the School to allow for interaction, assessment and feedback;
- consider the curriculum content or activities that are most appropriate for on-site and remote education if working on a rota system;

- ensure that staff are fully confident and trained in the use of these online tools and are kept abreast of emerging best practice;
- provide the pupils with the instructions and materials required to work at home successfully, particularly for those who do not have reliable internet access;
- set work of an appropriate length and challenge that mirrors where possible the teaching pupils would receive in the classroom;
- provide frequent and clear explanations of new content through live-streamed lessons or sharing pre-recorded videos
- assess the pupils' progress and learning regularly through marking and appropriate assessment methods and adapting teaching as a result of this feedback;
- encourage the pupils to take responsibility for their own learning and progress, and to continue to engage with their peers and teachers;
- help the pupils manage anxiety or isolation they may feel whilst working remotely and continue to provide ways to promote and encourage their wellbeing;
- allow for flexibility under a variety of quickly adapting circumstances

Approach to remote learning

As an Apple Distinguished School, Tormead is well-placed to continue to deliver academic excellence due to the technological resources on offer and the capability of both staff and pupils to use them effectively. Our remote provision during the first national lockdown provided staff and pupils with considerable experience of teaching and learning remotely, although the landscape continues to evolve. The School will continue to adapt its remote learning procedures in line with government directives.

While face to face is the preferred mode of delivery, the school is confident in the quality of its online provision in ensuring that all teaching and learning objectives can be met and that our usual academic and pastoral provision is maintained as much as possible. In the event of full school closure or full/partial year group self-isolation, live face-to-face teaching via will be used for academic teaching where possible, for pastoral meetings and one-to-one conversations. Showbie will be the main platform for teachers to share resources with classes, collect work for marking and provide timely feedback.

Teachers will still be expected to:

- provide clear expectations to pupils about learning requirements
- remain accountable for pupils' attainment, progress and outcomes and report academic progress as usual
- highlight regular absence or concerns through the usual channels, whilst communicating with pupils to address any missing work or gaps in knowledge and understanding
- regularly assess pupils' work and provide timely feedback to inform progress
- stay in contact with their department to share good practice and lessons learned

Methods of communication:

Method	Audience	Description
Parent Portal	Parents	All major announcements and communications
Email	Staff, parents and pupils in	Day-to-day communications that are not based around workflow

	Senior School	
Microsoft Teams	Staff, pupils and parents	Allows for elements of live teaching and conversations in the Senior School
App4	Pupils (In Junior School: Year 5-6)	Notification of work on Showbie (SS)/Google Classroom (Prep) and brief summary of homework (if necessary)
Showbie	Pupils and staff in the Senior School	Workflow between pupils and their teachers: documents, videos, notes and voice notes may be uploaded
Google Suite of Apps (Classroom, Meet and Drive)	Pupils and staff in the Prep School	Workflow between pupils and their teachers. Allows for live teaching and conversations. Storage of resources. Feedback between pupils and teachers.
Website & Social Media	All	Updates and signposts to other organisations/sites

Contingency planning for remote working

Full school closure:

1. Senior School

In the event of full school closure, Showbie will be the main form of workflow, linking to Google Drive where necessary, and teachers will deliver live sections of lessons from home via Microsoft Teams where appropriate. Teachers will continue to plan and teach well-planned and resourced lessons, taking into account any amendments required for effective remote teaching. Showbie and App4 will act as our method of communicating work and feedback to the pupils. Pupils are expected to present themselves appropriately dressed and focussed as we would expect to see them in a classroom. Teachers should expect pupils to communicate verbally with them and to engage in the lesson.

Pupils must confirm their attendance on Microsoft Teams, where teachers will complete a register and flag any absentees accordingly. Parents will be requested to inform the school office if their daughter is unwell and unable to attend lessons in the same way as when the school is fully open. High expectations will remain in terms of punctuality and attendance, with registers taken and any late or missing pupils flagged internally. Heads of Year will check daily and follow up.

Teachers will start a live call within the class team and the pupils can join the call by clicking 'join'. Workflow, along with instructions in case of internet disruption, will remain on Showbie and teachers may also communicate with individuals via Showbie (as well as Teams) to give feedback or check progress.

All academic lessons, as well as form times, sectional and whole School assemblies, remain compulsory for pupils who are well, and will take place as stated in the timetable (COVID-19 timings

remain in place). Pastoral sessions will continue to take place remotely, and where the topic is appropriate, the form tutor should continue to deliver the PSHE curriculum. Cogito will not run in the Lower School; however, Floreo will run for Year 7 and 8.. In the Sixth Form, Horizons and Sixth Sense sessions will still run.

It may be more appropriate in the creative subjects (Drama, Food and Nutrition, DT, Music and Art) for the pupils to follow project work, but this will depend on the length of the self-isolation and be considered on an individual basis by Heads of Department in co-ordination with the Deputy Head (Academic). Homework will be set as usual although the nature of homework tasks should be adapted to accommodate remote teaching.

2. Prep School

Teachers will continue to plan and teach well-planned and resourced lessons, taking into account any amendments required for effective remote teaching.

Pupils are expected to present themselves appropriately dressed and focused as we would expect to see them in a classroom. Teachers should expect pupils to communicate verbally with them and to engage in the lesson.

- All lessons will be planned and available on Google Classroom. Pupils will submit work and feedback will be given. Teachers will deliver lessons from home, using Google Meet to deliver live teaching.
- Pupils will be required to confirm their attendance on Google Classroom or Google Meet, where teachers will complete a register and flag any absences accordingly. Parents will be requested to inform the school office if their daughter is unwell and unable to attend lessons in the same way as when the school is fully open.
- Any absences or lateness should be reported to Prep School Senior Team who will follow up. For younger year groups, some flexibility will be given as parents may need to support their daughter during lessons.
- Lesson instructions will be delivered via Google Classroom, at the start of the session. Workflow, along with instructions in case of internet disruption, will remain on Google Classroom and teachers will communicate with individuals on Google Classroom and Google Meet to give feedback or check progress.
- Spelling, reading and multiplication homework will be set as usual. The nature of these tasks may be adapted to accommodate remote teaching.

Pupils self-isolating individually and working from home:

1. Senior School

When a pupil is required to go into self-isolation, but is well enough to attend remote lessons, best efforts will be made to ensure that she continues to have access to the academic and pastoral programmes. She will register with her teacher via Showbie and Teams and take part in the lesson virtually where appropriate. Webcams and microphones are installed in all classrooms to enable this.

Pupils in self-isolation will continue to receive resources, submit work and receive feedback in the same way. Pupils will be required to turn on their cameras and unmute their microphones in order to participate fully in the live elements of the lesson. Attendance of individuals in remote lessons will also be monitored; any pupils in self-isolation will be pre-registered onto iSAMS and any absences from a virtual lesson will be flagged, to be followed up by Heads of Year. Pupils who are unwell should not attend lessons; remote lessons are reserved for those who are in self-isolation and are well enough to work.

Attendance is still expected in all academic lessons, form times and assemblies. Pupils will continue to attend form sessions, in which they can continue to benefit pastorally from contact with their form tutor and take part in PSHE sessions. Pupils self-isolating will not be required to join short or long Independent Study sessions. In Sixth Form, Horizons and Sixth Sense sessions should be joined remotely.

PE and Games activities will be available on Showbie, but it is not compulsory for pupils to do these and they will not be required to register.

2. Prep School

When a pupil is required to go into self-isolation but is well enough to attend remote lessons, efforts will be made as far as possible to ensure that she continues to have access to the academic and pastoral programmes. She will register with her teacher via Google Classroom and Google Meet and take part in the lesson virtually where appropriate. Google Classroom will be the main method of communicating work to the pupils and facilitating workflow. Pupils who are unwell should not attend lessons; remote learning are reserved for those who are in self-isolation and are well-enough to work.

Pupils in self-isolation will be encouraged to turn on their cameras and unmute their microphones when asked to, in order to participate fully in the live element of the lesson.

Staff will upload lessons onto Google Classroom, but will be in school to teach lessons, each of which will contain face-to-face communication via Google Meet. Cameras and microphones are set up within each classroom for this purpose.

- The normal workflow for pupils is Google Classroom so that those self-isolating can continue to receive resources and feedback in the same way.
- Homework will be set as usual although the nature of homework tasks should be adapted to accommodate remote teaching.
- Where possible, pupils are encouraged to take part in Art, Music and Drama lessons. Individual music and learning support lessons will continue according to the timetable.
- Attendance of individuals in remote lessons will be monitored; any pupils in self-isolation will be pre-registered onto ISAMS and any absences from a virtual lesson will be flagged, to be followed up by a member of the Prep Senior Team (Deputy Head or Head of Pre-Prep).
- When a pupil is self-isolating, lunch times are as follows: Reception and Year 1 will have lunch from 11:40-12:30 Year 2 will have lunch from 11:45-12:30. Years 3 and 4 will have lunch from lunch from 11:50- 12:30 and Years 5 and 6 will have lunch from 11:55-12:30pm. Outside lunch play will be from 12:30-12:55pm.
- Morning breaktime: 10:10 -10:30am.

Year group or partial year group self-isolation

1. Senior School

Staff will upload resources onto Showbie, but will be in School to teach lessons, each of which will contain live elements of teaching via Teams. Showbie will remain the main method of communicating work to the pupils and facilitating workflow, although teachers may direct them to other apps and resources where necessary and appropriate. Teachers will continue to teach from classrooms and cameras with microphones are set up within each classroom for this purpose.

The pupils will be able to see the whiteboard or smartboard as necessary and the teacher may wish to share their computer screen on Teams. Pupils will be required to have their video and audio functions enabled so that the teacher can see and speak with the whole class and engage as much as possible in the lesson. Pupils are expected to present themselves appropriately dressed and focussed as we would expect to see them in a classroom. Teachers should expect pupils to communicate verbally with them.

Classes must be registered on iSAMS as usual within the first 10 minutes of each lesson either by checking attendance in a Teams call. Those self-isolating will be pre-registered on iSAMS and a list of pupils accessing lessons remotely is circulated daily by the school office. Pupils that should be present but have not attended the lesson should be flagged internally to Head of Year who will check non-attendance daily.

All academic classes, as well as form times, sectional and whole School assemblies, remain compulsory for pupils who are well, and will take place as stated in the timetable (COVID-19 timings remain in place). It may be more appropriate in the creative subjects (Drama, Food and Nutrition, DT, Music and Art) for the pupils self-isolating to follow project work, but this will depend on the length of the self-isolation and be considered on an individual basis by Heads of Department in co-ordination with the Deputy Head (Academic). Pupils self-isolating will not be required to join short or long Independent Study sessions remotely.

Floreo and Cogito sessions will still take place in the event of a partial year group closure; however, those pupils self-isolating are not required to join remotely. In the event of a full year group closure, these sessions will not run. Sixth Sense and Horizons sessions will also continue if there is a partial or full year group closure and pupils will be required to join these sessions remotely.

PE and Games activities will be available on Showbie, but it is not compulsory for pupils to do these and they will not be required to register.

2. Prep School

The following procedures differ in the Prep School:

- Google Classroom will remain the main method of communicating work to the pupils and facilitating workflow.
- Classes must be registered on iSAMS as usual at the beginning of the school day and at 1pm, by checking attendance on Google Meet
- Those pupils self-isolating will be pre-registered on iSAMS. Pupils that should be present but have not attended the virtual lesson should be flagged internally to a member of the Prep School Senior Team who will check non-attendance daily.
- Pupils will still be expected to complete the activities set in the following subjects, where possible: Humanities, R.E., PSHE, Art, Critical Thinking, D.T., Music and Drama and Creative Curriculum in KS1. The teacher will teach the lesson and support pupils on Google Meet and Google Classroom.
- Pupils in EYFS who are self-isolating will be contacted by the EYFS teacher who will organise the timings of Google Meet sessions for teaching the curriculum. All resources will be available on Google Classroom.
- PE and Games activities will be available for the pupils but may take the form of instructions rather than live lessons (considering whether the lesson at school is an outdoor one). Pupils participation in games lessons is not mandatory.
- Form times and assemblies remain compulsory for pupils who are well and will take place as timetabled.

Teaching staff in self-isolation:

1. Senior School

If a teacher must suddenly stay at home, they should email their Head of Department and telephone the Director of Studies as soon as possible but certainly by 7am of that day.

If the teacher is isolating but well, they will teach their lessons from home, using Showbie and Teams where possible to facilitate live teaching. The cover teacher should call the teacher self-isolating in order to deliver a live lesson. The cover teacher will start the Teams call and project the teacher on the interactive whiteboard.

There is not an expectation that a whole lesson will be delivered via Teams. Workflow should continue through Showbie and teachers can upload videos for more personal input and explanations. During moments of independent learning, teachers will be available during the lesson to monitor engagement and to answer questions from the pupils. The cover teacher will take a register on iSAMS and remain supervisory in their role.

Using Teams video for live communication is possible for smaller Sixth Form classes, who are not supervised by a cover teacher. They will, however, use their own devices to connect via Teams with their teacher. It is imperative that pupils wear headphones and mute themselves to avoid feedback. The teacher working remotely should register the attendance of Sixth Form pupils and flag any absences in the usual way.

If the teacher is absent and unwell, the Head of Department must make sure there are sufficient resources and work to do in the relevant Showbie folders, adding clear instructions to the Showbie folder if necessary. Such classes will be registered by a cover teacher, except for Sixth Form classes which are not covered. Attendance here should be monitored by the relevant Heads of Department.

Staff in a single-person department must let the Deputy Head (Academic) know of their absence as soon as possible, who will then designate a person to set work.

2. Prep School

The following procedures differ in the Prep School:

- If a teacher must suddenly stay at home, they should make the Deputy Head of Prep School aware as soon as possible but certainly by 7am of that day.
- If the teacher is isolating but well, they will teach their lessons from home using the Google Suite of Apps. Live teaching via Google Meet places a significant burden on the school network and requires all pupils to have fully charged iPads and headphones, therefore, if possible, the supervising cover teacher will try to facilitate a Google Meet call which will be shown on the smartboard to the whole class. Otherwise, the supervising cover teacher will be on hand to support as needed in the classroom and pupils will access their learning on Google Classroom.
- Full lesson instructions will be uploaded in advance of the lesson and teachers are encouraged to upload videos for more targeted input and explanations where possible. Teachers will be available during the lesson to monitor engagement and to answer questions from the pupils.

If the teacher is absent and unwell, The Director of Studies, or Head of Key Stage 1, will make sure there are sufficient resources and work to do for the class, adding clear instructions to the relevant class in Google Classroom, if necessary.

Date of last review: January 2022