

Jamia Al-Hudaa Nottingham



REMOTE LEARNING POLICY

Due to the current circumstances, this policy will be reviewed bi-monthly.

Created: March 2020	By:	M A Sajjad	Changes
Reviewed: January 2021	By:	M A Sajjad	Zoom/Live Teaching

Remote Learning Policy

Statement

In the event of a school closure, Jamia is committed to providing continuity of education to its students and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the Jamia 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.

This policy does not normally apply in the event of short-term school closures (e.g. as a result of severe weather) or a short-term student absence.

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 at home, at least to some extent. This may apply in cases such as exclusion from Jamia, or long term illness, assuming students are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to students who absent themselves from Jamia, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take students on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

At the time of writing, the Jamia is currently experiencing an extended school closure due to COVID-19 and so this policy is under review and will be revised constantly to keep up to date with Government Guidance as & when the guidelines are updated. For example, the extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning, owing to widespread illness, for example.

This policy is for the whole Jamia; this includes the Islamic Science and National Curriculum departments. It also reflects the needs & guidelines for boarding students as well as the daytime students, both parties are currently following the same guidelines.

Remote Learning For Individual Students

Assuming an absence has been agreed with the Jamia, and the student in question is healthy enough to work from home, the Jamia will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the student's Form Tutor.

The student's subject teachers will use a pre-set Google Classroom Group specifically for that year group to make work available to the student(s). If there are any issues with the compilation of work, tutors should liaise with the relevant tutor.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be once per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

If a significant number of students are absent from school, but the school remains open, the Head will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote Learning in The Event of Extended School Closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- Regular direct instruction from teaching teachers, with the ability of students to ask questions online (via Zoom)
- The setting of work that students complete, written responses (if relevant) completed electronically (via Google Classroom)
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

January 2021:

Under the COVID-19 circumstances, following Government guidance, all students did not return & teaching for different departments will be carried out in line with the normal timetable which will be shared beforehand with all staff and parents.

Students and teachers are expected to have access to the internet whilst at home; Jamia recognizes that many families may not have home printers and will therefore not require the printing of material. The platforms that Jamia will use to deliver continuity of education are:

- **Zoom:** Accessed using any electronic device such as a phone, tablet or laptop. Signing in will be required via pre-set 'classrooms' to ensure access is limited & secure for Jamia students only
- **Google Classroom:** Accessed via the relevant app or the 'waffle' (9 dots) on any google search page. Signing in will be required using each students' provided email (as set-up in March 2020).

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work on Google Classroom for submission in person once the school has reopened. For longer closures, teachers would set work to be submitted online.

As the current circumstances unfold, Jamia is making more use of Live Sessions and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Parents will receive any/all updates via email & the ParentHub App.

The Setting of Tasks (using Google Classroom)

Subject areas will provide work broadly in line with students' timetables through email, [Jamia website](#) and Google Classroom. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching. The nature of tasks set should allow students to learn independently, without the specific support of an adult at home.

Unless there is a good reason not to, tasks will be set for individual classes. The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Reading and noting new material from a common subject area textbook or electronic resource
- Working through subject-specific presentations or worksheets provided by the subject area
- Watching a relevant video resource and making notes on it
- Completing a listening exercise (e.g. in languages)
- Written responses to prompt questions, essay plans etc.
- Completion of practice questions or past papers, particularly for those in examination years
- Working through relevant exercises offered by external providers (e.g. BBC Bitesize, Kerboodle etc.)

Teachers will set tasks through the functions available on Google Classroom and it is the responsibility of teachers and students to ensure they know how to use this functionality effectively (instructions are made available separately).

Live Sessions

Academic subject areas may also arrange for teaching teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions.

Google Classroom is a platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with details, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in Zoom.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set using Google Classroom, regardless of how students' work is eventually submitted (e.g. by uploading to Google Classroom or emailed directly), with clear due dates given to students for completion, thereby helping students to organise their time.

The Classwork function on Google Classroom also allows students to submit work to the teacher before a task can be signed off. Students and teachers should keep accurate records of all work completed, submitted and assessed.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the "Comments" function on online documents in Google Classroom
- Sending a direct email (or Google Classroom message) to students with specific feedback / targets
- Feedback via another website / piece of software (e.g. Kerboodle, BBC Bitesize)
- Sending back the work to be re-submitted after correcting mistakes or improving on the work submitted.

Additional functionality is available in Google Classroom if teachers want to create assignments for students to complete. These might include, for example, the creation of a tailor-made quiz (containing either multiple choice or extended answers) and teachers are able to use assignments to give feedback within Google Classroom.

Expectations of Students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Students will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, where tasks are set using Google Classroom, they should 'submit' the work correctly so that teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's Form Tutor/appointed teacher.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment from their lockers home, or for parents to ensure they have duplicates. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

If students are not adhering to the expectations then they will be dealt with in accordance to the Behaviour Policy.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Expectations of Teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. If there are IT related issues while remote working, teachers can contact the IT Operations Manager.

In the event of staff working from the Jamia Premises, they will be expected to use their own classroom.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive task set, and the regularity of written assessment provided.

In order that we are providing a consistent approach, subject leaders & the Head are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing constructive feedback to their students in a timely manner. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Line Manager to ensure work is set to her/his classes.

Subject areas are expected to:

- Plan and deliver 'live sessions' where appropriate in consultation with the Head
- Respond to reasonable amounts of communication from students, parents and teachers
- Plan and set tasks for their students using the Classwork functionality in Google Classroom
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email or phone (the Jamia phone will generally be used to contact parents, however, if the need arises to phone from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT.

If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available, such as interactive websites and support activities, which can then be uploaded via Google Classroom.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult the Head.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4:30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are:

- Jamia Reception Office (Office Mobile)
- Email using school email addresses only (both teachers and student)
- Google Classroom (docs/sheets etc.)
- Google Classroom Stream Messaging (which can allow teachers to reply to an entire class)

Support For Pupils With SEND, EAL & Other Specific Learning Enhancement Needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the Learning Enhancement coordinator (LEC) or EAL coordinator. In addition, the LEC in senior school and learning support teacher in junior school will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/pupils and feed back to teachers using CPOMS if required.

Pastoral Care During A School Closure

In the event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents/guardians. However, Form Tutors (under the guidance of the Pastoral Officer & Head) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form Tutors will be expected to pass on feedback to Heads of Departments, particularly if there are concerns or a lack of communication.

Safeguarding During A School Closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited

behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

More advice on safeguarding and pastoral issues is available upon request. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead, Suffia Raza: DSL@jamiaalhudaa.com.

Appendix

Remote Working, Flipped Classroom, GDPR & Safe Working Practice

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working via shared documents and the 'Classwork' function on Google Classroom will give you plenty of flexibility. However, you must use your Jamia email account and if you are using flipped learning techniques, uploading videos to Google Classroom or video conferencing using Zoom, please ensure your background is blurred or neutral.

Instructions for setting up video conferencing are available upon request of the IT Operations Manager. Live video links can be particularly useful for staff meetings or small groups, perhaps A-Level, where spoken explanations are better than written ones.

Before attempting any audio/video live links, teachers must speak to the IT Operations Manager. Communicating via live text (e.g. conversations in Zoom/Google Classroom Streams) does not require specific permission, and can be a good way to keep in touch with classes.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.)

If you need to use any apps or materials that fall outside the Jamia network, please ensure you have discussed this with your line manager. Any possible GDPR queries should be resolved by enquiring from the IT Operations Manager or the Admin.