



JEDDAH PREP AND GRAMMAR SCHOOL

Virtual Learning Policy

Introduction

At Jeddah Prep and Grammar School we are firmly of the opinion, based upon all educational research, that physical (face-to face) learning is the preferred method of instruction. However, in the event of a school closure, the school is committed to the continued provision of education to its pupils and will do so through a process of virtual (remote) learning. This policy applies to a short or extended closure of the school where a high proportion of pupils and teachers are healthy, and able to work as normal from home.

Remote learning may also be appropriate in situations when pupils, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. Another relevant instance would be if, following an infectious disease outbreak, pupils 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 pupils who absent themselves from school, with or without parental permission, in contravention to school or Ministry of Education guidance. This may apply, for example, if parents choose to take pupils 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.

Remote learning for individual pupils

Assuming an absence has been agreed with the school, and the pupil in question is healthy enough to work from home, the school will provide work for pupils who are unable to attend in person. If this occurs for an individual pupil, the collation of work and communication with the parent will be coordinated by the pupil's respective Head of Key Stage, Class Teacher, Form Tutor and Subject Teacher.

The pupil's Class Teacher or Subject Teachers will use a specially set up Firefly page to make work available to the pupil. If there are any issues with the compilation of work, Class Teachers and/or Form Tutors should liaise with the relevant Head of Key Stage, Form Tutor, Subject Coordinator or Head of Department.

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

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

Remote learning – 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 teachers, with the ability of pupils to ask questions online via our Virtual Learning Environment (VLE), Firefly (or other cloud-based systems) including use of video conferencing software to engage with pupils and provide exposition of the lesson via Zoom, Teams, etc.
- The setting of work that pupils complete, written responses (if relevant) completed electronically.
- The assessment of specific assignments that are submitted to Class and Subject Teachers electronically and on which feedback is provided.

Please note that daily, regular pupil attendance is vital to ensure that learning is up-to-date and, importantly for the requirements issued by the Ministry of Education, in order for pupils to pass the school year.

Pupils and Teachers are expected to have access to the Internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material. The primary platforms the school will use to deliver continuity of education are:

Firefly: access to firefly is via the relevant app or any browser, using the URL: <https://jpgs.fireflycloud.net/login>

Access to this platform is via a pupil's school Firefly login; if Pupils have difficulty with logging in, they should contact the school's IT support: IT@jpgs.org; or via our IT Coordinator: jfarooqui@jpgs.org

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 pupils and teachers to participate in remote learning. For shorter closures, for example, teachers

may set work on Firefly for submission in person once the school has reopened. For longer closures, teachers will make 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.

Virtual Learning Environment (VLE), Firefly

Subject areas will provide work broadly in line with pupils' timetables through the school's VLE, Firefly. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow pupils to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require pupils 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, and ensure pupils do not fall behind. The nature of tasks set should allow pupils to learn independently, without the specific support of an adult at home. This does, obviously, depend on the age of the child.

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. MFL;
- 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. MyMaths, BBC Bitesize, Yacapaca, etc.

Teachers will set tasks through the tasks function on Firefly and it is the responsibility of teachers and pupils to ensure they know how to use this functionality effectively (instructions are made available separately). Teachers should include line managers as co-owners of tasks to allow them to monitor and support as required.

Heads of Department and other line managers will monitor the tasks on a regular basis to support colleagues.

Live Sessions

Academic subject areas will also be arranging live sessions via Zoom, allowing teachers to deliver content in a 'live' and interactive manner providing exposition to the lesson content and learning outcomes.

Firefly is a platform that allows for resources to be shared, teachers to provide exposition, and pupils to ask questions in 'real-time'. Pupils will be provided with details of these sessions, and will be expected to participate in them if they are asked to live sessions can be particularly helpful as they can facilitate contemporaneous communication, with pupils able to initiate any query and respond to teachers' questions via the chat/conversation functionality in Zoom and Microsoft Teams.

In a live session, teachers should use the audio/video function to broadcast. Teachers who wish to use the audio/video functions must follow JPGS protocols.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with virtual / remote learning, teachers will endeavour to provide concurrent and/or regular feedback to pupils 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 continues to be the case should the school employ virtual/remote learning.

Assessed work will be set using via the Firefly tasks function, regardless of how pupils' work is eventually submitted via Firefly, with clear due dates given to pupils for completion, thereby helping pupils to organise their time. The 'Tasks' function on Firefly also allows pupils to submit work to the teacher before a task is signed off. Pupils 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;
- Providing feedback directly in the tasks function on Firefly;
- Sending a direct email* or Firefly message to pupils with specific feedback / targets;
- Feedback via another website and/or software e.g. OneNote, Seneca Learning, MyiMaths, etc.;
- Recording verbal feedback.

** Only via school-generated email accounts.*

Additional functionality is available in Firefly, if teachers want to create assignments for pupils 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 Firefly.

Expectations of Pupils and Parents

Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in the virtual remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

All pupils may communicate with their teachers via our VLE, Firefly.

Please note that parents also have parental logins for Firefly and can view tasks, work set, comments, grades, etc.

All Pupils from Year 7 – Year 13 have school-generated emails e.g. jsmith@jpgs.org. This is the only permitted means of email communication between pupils and teachers.

Grammar School pupils are expected to read and respond to communication from the school e.g. an email from a Form Tutor, Subject Teacher, etc. on a regular basis.

During ‘live’ sessions:

- Please note that all sessions are recorded.
- Pupils must not use nicknames. Full name and class must be used (e.g.: John Smith, 10Y)

- Pupils must not speak out of turn and must use the raise hand function to ask a question.
- Videos may be used at the teachers' discretion and microphones working *N.B. The teacher can control the microphones and cameras.*
- Pupils must be seen and heard for at least some of the lesson.
N.B. Please ensure that pupils have an appropriate environment for study and that they are attired correctly and appropriately. School uniform is not required.
- The chat box is only to be used as part of the learning discussion or asking questions to the teacher.
- Please use polite and formal English when addressing teachers and/or peers.
- In the event of unacceptable behaviour from a pupil the teacher may remove him/her from the lesson and contact parents / guardians through Firefly message.

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 pupil 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 pupils to catch up once the school reopens.

Pupils 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 Firefly, then they should mark tasks as "Done" so teachers can monitor their progress. If pupils 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 pupil's overall workload e.g. a pupil feels they are overwhelmed or falling behind, these should be directed to the pupil's Class Teacher, Subject Teacher and/or Head of Key Stage.

Teachers must work on the assumption that pupils 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 pupils to take relevant equipment from their lockers home, or for parents to ensure they have duplicates. The school does not expect pupils to have access to any specialist equipment that would usually be provided by the school (e.g. Science, Music, Art).

Teachers should ensure they are able to scan or upload photos of important resources in case pupils do not have access to them at home. Online textbooks are helpful in this regard and many subjects are now moving over to these.

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

Expectations of all Teachers (and subject areas)

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 Support department: IT@jpgs.org, or Mr Junaid Farooqui, IT Manager, jfarooqui@jpgs.org.

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 pupils' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning.

In order to provide a consistent approach, Heads of Department, Subject Coordinators, and Key Stage Coordinators 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 pupils have a range of activities to complete at home and are not exclusively working on a screen. Heads of Department, Subject Coordinators and Key Stage Coordinators will monitor this and should be included in the tasks set in Firefly as a co-teacher.

Teachers are responsible for providing constructive feedback to their pupils in a timely manner. This includes contemporaneous feedback e.g. mini plenaries, end-of-lesson plenary, eliciting pupil understanding and comprehension, etc. and feedback on assigned work.

All assigned work needs to be acknowledged by the teacher.

Teacher feedback, including grades, if appropriate, is normally within a few days (not more than five (5) working days) depending on the subject and the level.

Heads of Department are responsible for overseeing the form and regularity of feedback, and will liaise with Heads of Department, Subject Coordinators, Key Stage Coordinators and Heads of Prep and Grammar to ensure consistency.

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. Note that illness in these cases will be treated as normal and recorded with HR.

Class and Subject Teachers are expected to:

- Monitor pupil attendance*. Any concerns, particularly unexplained and/or pernicious absence, must be forwarded to the relevant line manager i.e. HoD, HoKS, etc.;
- Plan and deliver 'live sessions' where appropriate in consultation with Heads of Department, KS Coordinators, Subject Coordinators, etc.
- Respond to reasonable amounts of communication from pupils, parents and teachers plan and set tasks for their pupils using the tasks functionality in Firefly;
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to pupils electronically (or after the period of remote working for written and project work).

** Please note that daily, regular pupil attendance is vital to ensure that learning is up-to-date and, importantly for the requirements issued by the Ministry of Education, in order for pupils to pass the school year.*

Teachers should be available to contact parents if needed, by email or phone. 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 in Firefly, such as interactive websites and support activities, and point pupils and parents in that direction.

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 to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched tutorials and attended teacher training sessions.

If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers and/or the Head of Prep / Grammar School.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, pupils and parents. Teachers also should ensure their communication with pupils does not encourage unhelpful work habits. All communication should take place during usual school hours, with no expectation for

colleagues to read or respond to emails after 4.00pm, although responses should be made to electronic messages within one working day in normal practice.

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

Permitted methods are:

- Email ONLY using school email addresses – staff and pupils in the Grammar School;
- Firefly Messaging – either individually or as a group/class, etc.

Support for pupils with SEND, EAL, etc.

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 SENDCo. In addition, the SENDCo will maintain contact with pupils on his list requiring regular support, by email or phone with parents/pupils and feed back to teachers.

Pastoral Care

In event of a school closure, the primary responsibility for the pastoral care of a pupil rests with their parents / guardians. However, Class Teachers and Form Tutors, under the guidance of the Assistant Head of Pastoral Care and Heads of Key Stage, should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Class Teachers and Form Tutors are expected to pass on feedback to Heads of Key Stage, particularly if there are concerns or a lack of communication.

Safeguarding

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.

Any questions or concerns about safeguarding should continue to be raised to the:

□ Designated Safeguarding Lead, **Mr Munsoor Shahzad** – mshahzad@jpgs.org
□ Deputy Safeguarding Lead, **Mr Raymond Garnett**, rgarnett@jpgs.org □
Headmaster, **Mr Mark S. Bedford**, head@jpgs.org.

Final Notes

- Any remote working methods must adhere to Safer Internet Working practices and GDPR guidelines.
- In most cases remote working via shared documents and the tasks function on Firefly will provide flexibility.
- However, teachers must use JPGS accounts.
- Please ensure the environment, including your background is professional and/or neutral.
- Teachers must not set up or join social media groups for school use with pupils and/or parents, such as Facebook, Instagram, WhatsApp etc.
- Should there be a need to use software, Apps or materials that fall outside the JPGS network, teachers are required to discuss and seek approval from a member of the SLT.

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